русский

Russian

Language Guide

July 2015
Russian 1.2
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Russian

Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

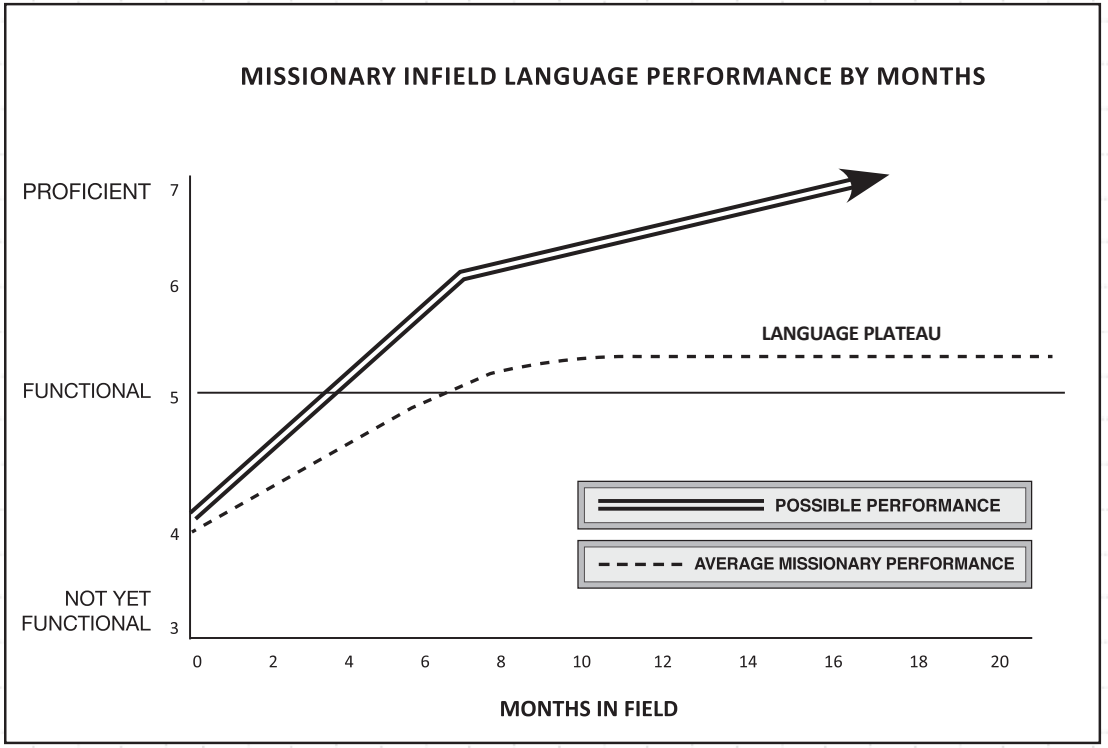
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



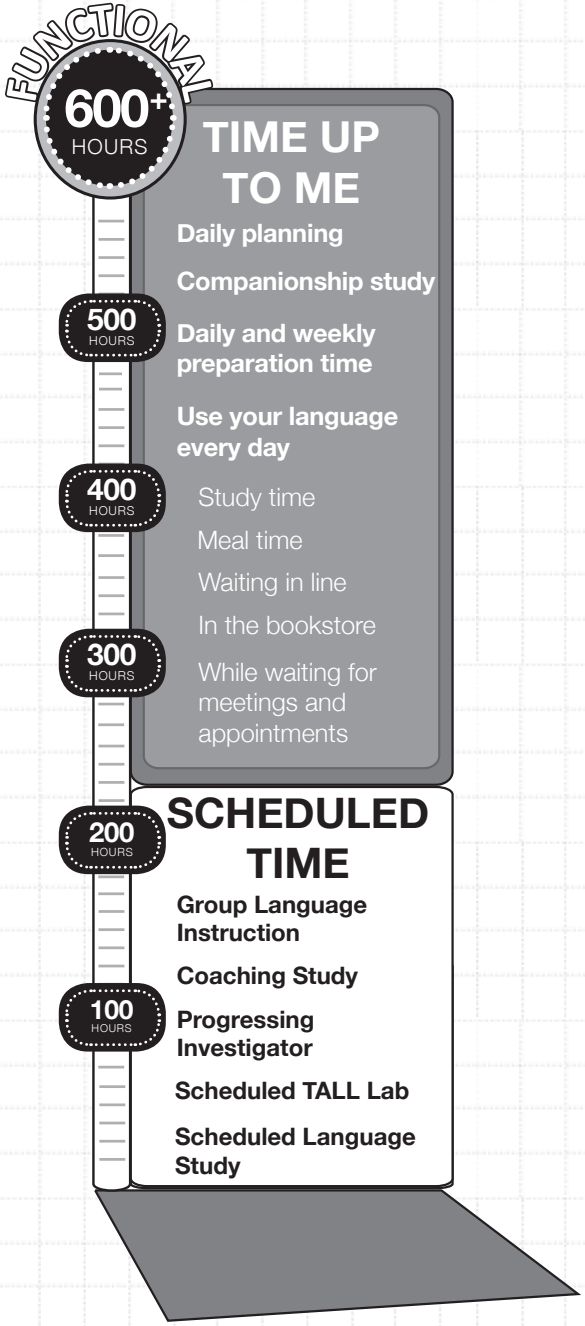
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

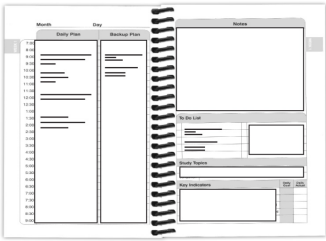
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

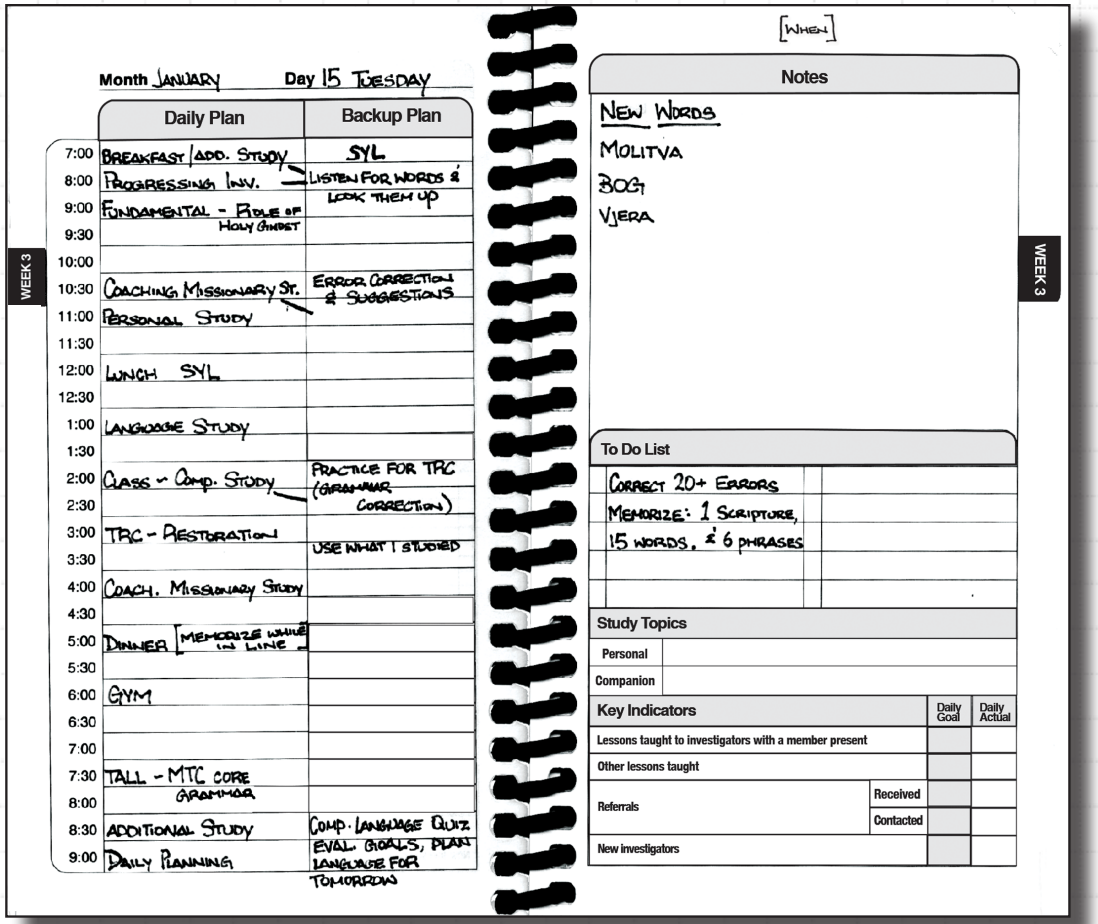
- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

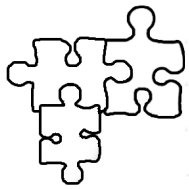
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

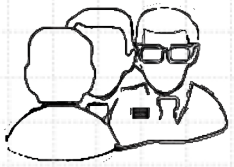


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

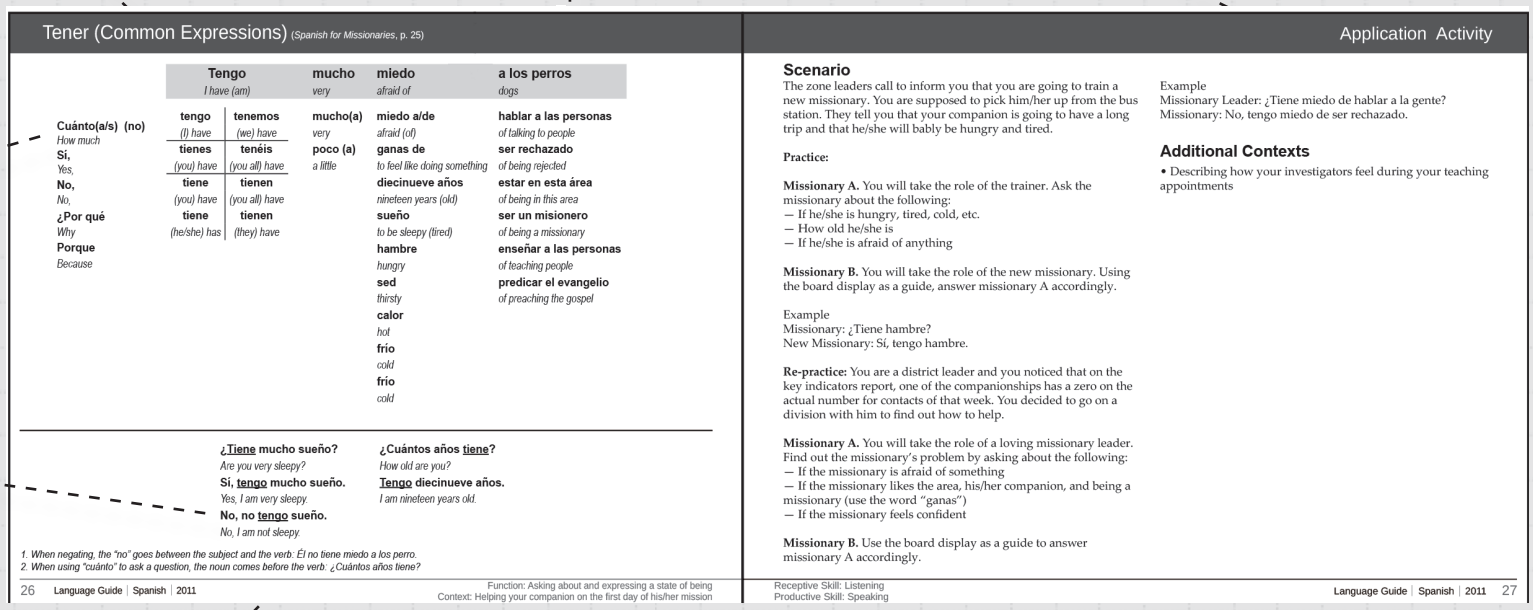
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

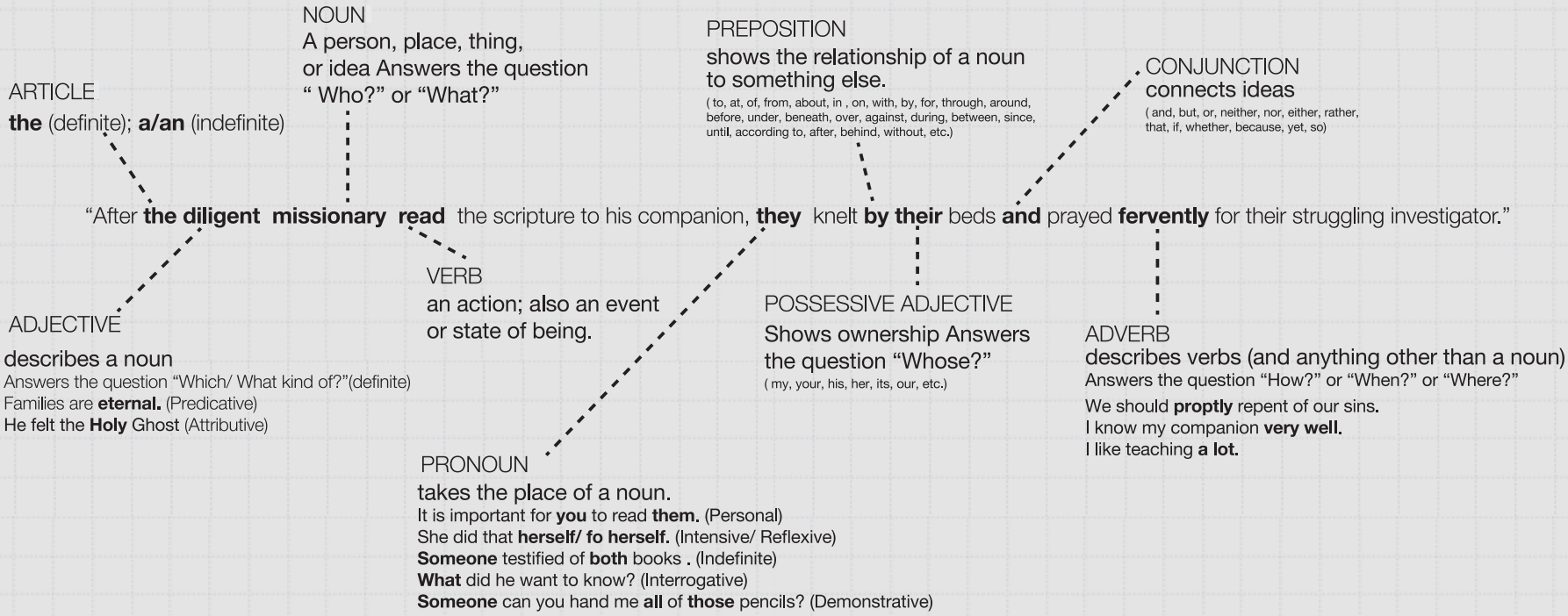
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Pronouns	
Я	*I*
Он	*he*
Она́	*she*
Они́	*they*
Вы	*you (formal) (pl)*
Мы	*we*

Verbs	
Звать	*to call (a name)*
Уви́деться	*to see each other*
Е́хать	*to go (vehicle) (mult)*
Рассказа́ть	*to tell (about)*
Здра́вствовать	to be in good health

Adjectives/Adverbs	
До́брый	*good*
Прия́тный	*pleasant, nice*
Хорошо́	*well (good)*

Nouns	
День	*day*
Уро́к	*lesson*
Посла́ние	*message*
Напа́рник	*companion*
Напа́рница	*companion (f)*
Сестра́	*sister*
Брат	*brother*
Старе́йшина	*Elder*
Це́рковь	*church*
Иису́с Христо́с	*Jesus Christ*
Бог	*God*
Семья́	*family*
Де́ти	*children*
Дела́	*doings*
Челове́к	*Person*

Places	
Ю́та	*Utah*
Айда́хо	*Idaho*
Аризо́на	*Arizona*
Калифо́рния	*California*
Нева́да	*Nevada*
Фло́рида	*Florida*
Орего́н	*Oregon*
Нью-Йо́рк	*New Your*
Теха́с	*Texas*
Колора́до	*Colorado*
Вайо́минг	*Wyoming*
Алаба́ма	*Alabama*
Джо́рджия	*Georgia*
Аме́рика	*America*
Кана́да	*Canada*

Missions	
Росси́я	*Russia*
Москва́	*Moscow*
Са́нкт-Петербу́рг	*St. Petersburg*
Новосиби́рск	*Novosibirsk*
Екатеринбу́рг	*Yekaterinburg*
Сама́ра	*Samara*
Росто́в	*Rostov*
Владивосто́к	*Vladivostok*
Украи́на	*Ukraine*
Ки́ев	*Kyiv*
Днепропетро́вск	*Dnepropetrovsk*
Доне́цк	*Donetsk*
Приба́лтика	*The Baltics*
Гава́йи	*Hawaii*
Вашингто́н	*Washington*

Common Phrases			
До́брое у́тро.	*Good morning.*	Вы понима́ете?	*Do you understand?*
До́брый де́нь.	*Good day.*	Я (не) понима́ю.	*I (don't) understand.*
До́брый ве́чер.	*Good evening.*	Что́ зна́чит____?	*What means____?*
Э́то_____	*This is_____?*	Как сказа́ть____?	*How do you say____?*

Practice:

Introduce yourself in Russian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greeting	Conversation	Response	Farewell
Здра́вствуйте *Hello*	Как у вас дела́? *How are you doing?* О́чень прия́тно. *Nice to meet you.*	(У меня́) хорошо́. *I am well.* Мне та́кже. *It's nice to me too.*	До свида́ния. *Goodbye.* Уви́димся. *See you later.*

Question
Где́ вы бу́дете служи́ть (на ми́ссии)? *Where are you going to serve (on the mission)?*

Going To Serve	Prep. Noun
Я бу́ду служи́ть в *I am going to serve in*	Росси́и. *Russia.*
Мы бу́дем служи́ть в *We are going to serve in*	Москве́ *Moscow.* Украи́не *Ukraine.* Приба́лтике. *The Baltics.*

Acc. Pronoun	Verb
Как вас *How you*	зову́т? *they call?*
Меня́ *Me* Их *Them* Его́/Её *Him/Her* Нас *Us*	зову́т *they call*

Nom. Noun
Старе́йшина(и)_____. *Elder(s).* сестра́(ы) _____. *Sister(s).* Брат(ья) _____. *Brother(s).*

Question
Отку́да вы? *Where are you from?*

I Am From	Gen. Noun
Я из *I am from*	шта́та Юта. *the state--Utah.* Аме́рики. *America.* Росси́и. *Russia.*

This/These	Pos. Pronoun	Nom. Noun
Э́то (Э́ти) -- *This is (These are)*	мой (мои́) *my (m) (pl)* моя́ (мои́) *my (f) (pl)*	напа́рник(и). *companion(s). (m)* напа́рница(ы). *companion(s). (f)*

Have	Nom. Noun
У вас есть *At you there is* *(Do you have)* У кого есть *At whom there is* *(Who has)*	семья́? *a family?* бра́тья? *brothers?* сёстры? *sisters?* де́ти? *children?*
У нас есть *At us there is* *(We have)*	уро́к. *a lesson.* посла́ние. *a message.*

I Have	Family Members
У меня́ есть *At me there is* *(I have)*	оди́н брат. *one brother.* одна́ сестра́ *one sister.* две сестры́. *two sisters.* три бра́та. *three brothers.* пять бра́тьев. *five brothers.* шесть сестёр. *six brothers.*

Tell	Us/Me	About	Object
Расскажи́те *Tell (command)*	нам *to us*	о *about*	себе́. *yourself.* свое́й семье́. *your family.* свои́х де́тях. *your family.* свое́й рабо́те. *your work.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Люби́ть	*to love*
Жела́ть / Пожела́ть	*to desire*
Знать	*to know*
Слу́шать / Послу́шать	*to listen*
Учи́ть / Научи́ть	*to teach*
Хоте́ть / Захоте́ть	*to want*
Дава́ть / Дать	*to give*
Посыла́ть / Посла́ть	*to send*
Иска́ть / Поиска́ть	*to search*

Interrogative Pronouns	
Что	*what*
Кто	*who*
Почему́	*why*

Adjectives	
Ва́жный	*important*
Счастли́вый	*happy*
После́дний	*last*

Prepositions	
В	*in (accusative)*
В	*in (locative)*
Для	*for (genitive)*

Nouns	
Сын	*son*
Сло́во	*word*
Проро́к	*prophet*
Миссионе́р	*missionary*
Кни́га Мормо́на	*Book of Mormon*
Би́блия	*Bible*
И́стина	*truth*
Проще́ние	*forgiveness*
План Сча́стья	*Plan of Happiness*
Свято́й	*saint*
Жизнь (f)	*life*
Цель (f)	*purpose (goal)*
Представи́тель (m)	*representative*

Pronouns	
Меня́	*me (acc.)*
Мне	*to me (dat.)*
Нас	*us (acc.)*
Нам	*to us (dat.)*
Вас	*you (acc.)*
Вам	*to you (dat.)*
Всех	*everyone (acc.)*
Всем	*to everyone (dat.)*

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are many important grammatical functions in this task.
The most important structure is how the Nominative Case (Subject) causes a verb to conjugate, then causes the Accusative Case (Object). Familiarize yourself with those two cases and verb conjugations in your language study by using this language guide and other resources.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Pronoun	To Be	Nom. Noun	Genitive
Мы *We*	-- *are*	миссионе́ры *missionaries* миссионе́рки *sister missionaries* де́ти *children* представи́тели *representatives*	Го́спода. *of the Lord.* Бо́га. *of God.* Иису́са Христа́. *of Jesus Christ.*

Question	Nom. Noun	For You (Gen.)
Кто *Who for you*	Бог? *God?* Христо́с? *Christ?*	для вас лично? *Who for you personally?*
Что зна́чит для вас *What means for you*	сло́во Бо́га? *the word of God?* сча́стье? *happiness?*	

Why	__ Important	To You
Почему *Why*	семья́ важна́ *family important(f)* ве́ра важна́ *faith important (f)* Христо́с ва́жен *Christ important (m)* э́то ва́жно *this important (n)*	вам? *to you?*

Connect Ideas

и
and
поско́льку
since, because (for cause and effect)
потому́ что
because (connecting two ideas)
та́кже
also

Nom. Noun	Present Verb	Acc. Noun
Бог *God* Христо́с *Christ* Он *He*	лю́бит *loves* зна́ет *knows* слу́шает *listens*	нас. *us.* вас. *you.* ва́шу семью́. *your family.* всех. *everyone.*

Nom. Noun	Past Verb	Dat. (Ind. Obj.)	Acc. Noun
Бог *God* Он *He*	дал *gave* посла́л *sent*	нам. *to us.* вам. *to you.* всем. *to everyone.*	Христа́ *Christ* проро́ков *prophets* семью́ *family* Кни́гу Мормо́на *the Book of Mormon*

Nom. Noun	Present Verb	Acc. Noun	Dat. Noun
Иису́с *Jesus* Кни́га Мормо́на *Book of Mormon* Он *He*	у́чит *teaches*	нас *us* вас *you* ва́шу семью́ *your family* всех *everyone*	ве́ре. *to faith.* покая́нию. *to repentance.* Пла́ну Сча́стья. *to The Plan of Happiness.* и́стине. *to truth.* сло́ву Бо́га. *to the Word of God.*
Мы *We*	у́чим *teach*		
Проро́ки *Prophets*	у́чат *teach*		

You	Present Verb	Acc. Noun
Вы *You*	хоти́те получи́ть *want to recieve* ищи́те *searching for*	проще́ние? *forgiveness?* ве́ру в Бо́га? *faith in God?* счастли́вую семью́? *happy family?* и́стину? *truth?* смысл в жи́зни? *purpose in life?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Оте́ц	*father*
Свято́й Дух	*Holy Ghost*
Ева́нгелие	*the Gospel*
Слу́шатель	*investigator*
И́мя	*name*
Любо́вь	*love*
По́мощь	*help*
Си́ла	*strength*
Понима́ние	*understanding*
Жела́ние	*desire*
Язы́к	*language*
Моли́тва	*prayer*
Adjectives	
Небе́сный	*heavenly*
Благода́рный	*thankful*
Дорого́й	*dear*
Лю́бящий	*loving*
Expressions	
Пожа́луйста	*please*

Verbs	
Благодари́ть / Поблагодари́ть	*to thank*
Проси́ть / Попроси́ть	*to ask (beg)*
Помога́ть / Помо́чь	*to help*
Моли́ться / Помоли́ться	*to pray*
Изменя́ться / Измени́ться	*to change (oneself)*
Понима́ть / Поня́ть	*to understand*
Учи́ться / Научи́ться	*to learn*
Мочь / Смочь	*to be able to*
Име́ть	*to have (abstract n.)*
Ка́яться / Пока́яться	*to repent*
Крести́ться / Покрести́ться	*to be baptized*
Чита́ть / Прочита́ть	*to read*
Изуча́ть / Изучи́ть	*to study (learn)*
Благословля́ть / Благослови́ть	*to bless*
Prepositions	
За	*for (accusative)*
Conjunction	
Что́бы	*so that*

Review:

Immediate Review:

Pray in Russian today in your companionship study as well as one other time during the day.

Grammar Help:

Look at the chart in the back of this book and locate pronouns. Look at how they change in each case, then look at the task to see which case each pronoun carries. Using the same chart, look at possessive pronouns and how they change in cases.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your *Vocabulary and Phrases Russian Book.* Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Poss. Pronoun	Adjective	Name
Наш *Our* Мой *My*	Дорого́й *Dear*	Небе́сный Оте́ц, *Heavenly Father,* Бог, *God,*

Pronoun	Thank(ful)	Thee	Prep.	Acc. Noun
Я *I*	благодарю́ *thank*	Тебя́ Thee (acc.)	за for	се́мьи. *family.* Ева́нгелие. *the Gospel.* Свято́го Ду́ха. *the Holy Ghost.* Твою́ по́мощь. *Thy help.*
Мы *we*	благодари́м *thank*			

Pronoun	Verb	Thee	To Help	Dative	Verb	Acc. Noun
Я *I*	прошу́ *ask*	Тебя́ *Thee*	помогь *to help*	мне *to me* нам *to us* слу́шателю *to the investigator*	понима́ть *to understand* измени́ться. *to change.*	ру́сский язы́к. *Russian.* слу́шателя. *the investigator.*
Мы *We*	про́сим *ask*					

Please	Bless	Acc. Pronoun	Instr. Noun
Пожа́луйста, *Please*	благослови́ *bless (command)*	нас *us* меня́ *me* его́ (её) *him (her)* их *them*	Святы́м Ду́хом.(,) *with the Holy Ghost.(,)* си́лой.(,) *with strength.(,)* да́ром языко́в.(,) *with the gift of tongues.(,)*

So That	Pronoun	Past Verb	Verb
что́бы *so that*	я *I* он (она́) *he (she)*	мог(могла́) *could (f)*	име́ть ве́ру. *to have faith.* пока́яться. *to repent.* крести́ться. *to be baptized.* хорошо́ изуча́ть язы́к. *well to study the language.*
	мы *we* они́ *they*	могли́ *could*	

Во и́мя Иису́са Христа́, ами́нь.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Полага́ться / Положи́ться	*to rely on*
Ве́рить / Пове́рить	*to believe*
Испы́тывать / Испыта́ть	*to experience*
Побежда́ть / Победи́ть	*to conquer*
Преодолева́ть / Преодоле́ть	*to overcome*
Терпе́ть / Претерпе́ть	*to endure*
Чу́вствовать / Почу́вствовать	*to feel*
Получа́ть / Получи́ть	*to receive*
Adjectives	
Всезна́ющий	*all-knowing*
Ми́лостивый	*merciful*
Не́жный	*caring*
Живо́й	*living*
Соверше́нный	*perfect*
Prepositions	
Че́рез	*through*
Благодаря́	*thanks to*
На	*upon (acc.)*

Nouns	
Спаси́тель	*The Savior*
Исцеле́ние	*healing*
Печа́ль	*grief (sorrow) (regret)*
Боль	*pain*
Смерть	*death*
Бре́мя	*burden*
Страда́ние	*suffering*
Ощуще́ние	*emotional feeling*
Наказа́ние	*punishment*
Ми́лость	*mercy*
Искупле́ние	*The Atonement*
Уче́ние	*teachings*
Connectors	
Вследствие э́того	*because of this*
Поэ́тому	*that is why*
Следова́тельно	*consequently (therefore)*
В Результа́те	*as a result*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

Look ahead at Verb Conjugation and Can and Want in this book to better understand the grammar in this task. After looking at the other board displays, practice conjugating some of the other verbs. Genitive case is also used multiple times, look ahead to the Genitive Case board display to understand how it functions in the sentences.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

I Know	That	Nom. Noun	Adjective
Я (не) зна́ю, *I know,*	что *that*	Небе́сный Оте́ц *Heavenly Father*	всезна́ющий. (?) *all knowing.*
Мы зна́ем, *We know,*		Иису́с Христо́с *Jesus Christ*	ми́лостив. (?) *merciful.*
Вы зна́ете, *You know,*			не́жный. (?) *caring.*

Through	Acc. Noun	Able To	Verb	Acc. Noun
Че́рез *Through*	Свято́го Ду́ха, *the Holy Ghost,*	я могу́ *I am able*	чу́вствовать *to feel*	поко́й. *peace.*
	же́ртву Христа́, *the sacrifice of Christ,*	мы мо́жем *we are able*	получа́ть *to receive*	исцеле́ние. *healing.*
	ве́ру, *faith,*	вы мо́жете *you are able*		проще́ние. *forgiveness.*

Nom. Noun	Past Verb	Acc. Noun	Gen. Noun
Иису́с Христо́с *Jesus Christ*	чу́вствовал *felt*	боль *pain*	смерти́.(,) *of death.(,)*
Спаси́тель *The Savior*	испыта́л *experienced*	бре́мя *burden*	грехо́в.(,) *of sins.(,)*
	преодоле́л *overcame*	наказа́ние *punishment*	

Connect Ideas

и поэ́тому
and that is why

Pronoun	Verb	Noun
Я могу́ *I am able*	полага́ться на *to rely upon*	Его́ уче́ние. *His teachings.*
Мы мо́жем *we are able*	ве́рить в *to believe in*	Его́ ми́лость. *His mercy.*
Вы мо́жете *you are able*		Него́. *Him.*

Thanks To	Dat. Noun	Able To	Verb	Acc. Noun
Благодаря́ *Thanks (to)*	Иису́су Христу́, *to Jesus Christ,*	я могу́ *I am able*	преодоле́ть *to overcome*	печа́ль. *sorrow (regret).*
	пока́янию, *to repentance,*	вы мо́жете *you are able*	претерпе́ть *to endure*	испыта́ние. *trials.*
		он (она́) мо́жет *he (she) is able*		страда́ние. *suffering(s).*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
Сейча́с	*now*
Сего́дня	*today*
Вчера́	*yesterday*
За́втра	*tomorrow*
Неде́ля	*week*
Days Of The Week	
Понеде́льник	*Monday*
Вто́рник	*Tuesday*
Среда́	*Wednesday*
Четве́рг	*Thursday*
Пя́тница	*Friday*
Суббо́та	*Saturday*
Воскресе́нье	*Sunday*
Prepostions	
О	*about (prep.)*
В	*into (acc.)*
По́сле	*after (gen.)*

Verbs	
Проявля́ть / Прояви́ть	*to express*
Пока́зывать / Показа́ть	*to show*
Очища́ться / Очи́ститься	*to be cleansed*
Улучша́ться / Улу́чшиться	*to improve*
Находи́ть / Найти́	*to find*
Ощуща́ть / Ощути́ть	*to feel*
Быть	*to be*
Nouns	
Креще́ние	*baptism*
Встре́ча	*meeting*
Отве́т	*answer*
Cause And Effect	
Е́сли...то	*If...then*
Когда́...тогда́	*When...then*

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

The most difficult grammar in this task is how verbs have different aspects in the past, present, and future. Imperfective verbs use a future construction such as быть+ imperfective infinitive (unconjugated) verb. Perfective verbs use a future construction by simply conjugating the verb. Perfective verbs will ***never*** be used in the present tense. Look ahead to the imperfective vs. perfective board display to be able to differentiate between the two aspects.

At What Time?

сейча́с
right now
в воскресе́нье
on Sunday
че́рез неде́лю
through a week
сего́дня
today
за́втра
tomorrow
вчера́
yesterday
по́сле встре́чи
after the meeting

Will You	Invitation
Бу́дете ли вы *Will you*	чита́ть Кни́гу Мормона? *read the Book of Mormon?* ходи́ть в це́рковь? *go church?* крести́ться? *be baptized?*

Will	Verb	About	Prep. Noun
Бу́дете ли вы *Will you*	чита́ть *read* моли́ться *pray*	о *about*	Кни́ге Мормо́на? *the Book of Mormon?* креще́нии? *baptism ?* це́ркви? *church.?*

If	You Will	Invitation	Then	You Can	Verb	Acc. Noun
Е́сли *If*	вы бу́дете *you will*	чита́ть Кни́гу Мормо́на, *to read the Book of Mormon,* ходи́ть в це́рковь, *to go into church,* моли́ться, *to pray,* ка́яться, *to repent,* крести́ться, *to be baptized,*	то *then*	вы смо́жете *you will be able to*	получа́ть *receive* найти́ *find* знать *know* чу́вствовать *feel*	отве́ты. *answers.* ве́ру. *faith.* проще́ние. *forgiveness.* и́стину. *truth.* любо́вь. *love.*

When	Invitation Verb	Then	Nom. Noun	Will Help	Dat. Noun	Verb
Когда́ *When*	вы ве́рите, *you believe,* вы ка́етесь, *you repent,* вы кре́ститесь, *you are baptized,*	тогда́ *then*	Христо́с *Christ* Свято́й Дух *The Holy Ghost* Бог *God*	помо́жет *will help*	вам *to you*	очи́ститься. *to be cleansed.* измени́ться. *to change.* исцели́ться. *to be healed.*

You	Past Invitation
Вы *You*	(не) чита́ли Кни́гу Мормо́на? *(not) read the Book of Mormon?* (не) ходи́ли в це́рковь? *(not) went to church?*

You	Past Verb	Prep. Noun
Вы *You*	(не) чита́ли о *(not) read about* (не) моли́лись о *(not) pray about*	це́ркви? *church?* креще́нии? *baptism?*

What	You	Past Verb
Что *What*	вы (не) *you (not)*	ощуща́ли? *felt?* понима́ли? *understand?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Expression	
Дава́йте	*go ahead (let's)*
Verbs	
Ду́мать / По~	*to think*
Применя́ть / Примени́ть	*to apply*
Испо́льзовать	*to use*
Стано́виться / Стать	*to become*
Adjectives	
И́скренный	*sincere*
И́стинный	*genuine (true)*
Ве́рный	*faithful*
Смире́нный	*humble*
Сме́лый	*brave*
Послу́шный	*obedient*
Question Phrases	
Как вы ду́маете	*How do you think*
Свои́ми слова́ми	*In your own words*
По ва́шему мне́нию	*In your opinion*

Nouns	
Стих	*verse*
Отры́вок	*passage*
Глава́	*chapter*
Мысль	*thought*
Се́рдце	*heart*
Намере́ние	*intent*
Свиде́тельство	*testimony*
Отве́т	*answer*
Вопро́с	*question*
Сомне́ние	*doubt*
Приме́р	*example*
Руково́дство	*guidance*
Prepostions	
По	*through (acc.)*
С	*from (gen.)*

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally creating questions that help the investigator apply the verse to their lives.

Grammar Help:

In order to understand the grammar in this board display, it will help to know ordinal and cardinal numbers. Also, look ahead to the grammar principle *In Order To* (Чтобы). Additionally, you might want to practice using prepostions in the right cases, which are also found in the appendix. As you may have noticed, different prepositions cause different cases, and even some prepositions cause several different cases depending upon the context. Memorizing the meaning and cases of each preposition early will accelerate your understanding of grammar.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Let's	Verb	Acc. Noun	Prep.	Prep. Noun
Дава́йте *Let's*	прочита́ем *we will read*	сти́х(и́) *verse(s)* отры́вок *passage*	о(б) *about (б before u)*	Свято́м Ду́хе. *the Holy Ghost.* и́стине. *truth.*

Command	Please	Chapter Acc.	Prep.	Gen. Noun
Прочита́йте *Read (command)*	пожа́луйста *please*	деся́тую главу́ *tenth chapter*	в Кни́ге *in Book*	Моро́ния. *of Moroni.*

From	Gen. Verse	Prep.	Acc. Verse
с *from*	тре́тьего *the third*	по *along*	пя́тый стих. *the fifth verse.*

How Can...	Verb	Acc. Noun
Как вам *How to you* Как нам *How to us*	получи́ть *to receive* найти́ *to find*	отве́т? *an answer?* ве́ру? *faith?* руково́дство? *guidance?*

What Means	Nominative
Что зна́чит *what means*	и́скреннее се́рдце? *sincere heart?* и́стинное наме́рение? *genuine/real intent?*

Starting a Question

Как вы ду́маете,
How do you think,
Свои́ми слова́ми,
In your own words,

Answer a Question

Что́бы стать (быть),,,
In order to become (be)...

How Can...	Verb	Instr. Adj.
Как вам *How to you* Как нам *How to us* Как вы мо́жете *How you can* Как мы мо́жем *How we can*	стать *become* быть *to be*	ве́рными? *faithful (loyal)?* счастли́выми? *happy?* смире́нными? *humble?* послу́шными? *obedient?*

You/We Can	Apply	Acc. Noun
(Как) Вы мо́жете *(How)You can* (Как) Мы мо́жем *(How) We can*	приме́ня́ть *to apply*	ве́ру во Христа́.(?) *faith in Christ.(?)* учение пророков.(?) *the teaching of prophets.(?)* э́ти стихи́.(?) *these verses.(?)* э́тот приме́р.(?) *this example.(?)*

Which	Do You Have	Noun
Каки́е *Which (plural)*	у вас (есть) *at you (there are)*	вопро́сы? *questions?* сомне́ния? *doubts?* мы́сли? *thoughts?*

What Else	Past Verb	Would	Verb
Что ещё *What else*	вы хоте́ли *you wanted* вы жела́ли *you desired*	бы *would*	спроси́ть? *to ask?* обсуди́ть? *to discuss?* узна́ть? *to find out?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Ви́деть / Уви́деть	*to see*
Стремля́ться / Стреми́ться	*to seek*
Реша́ть / Реши́ть	*to decide*
Начина́ть / Нача́ть	*to begin*
Посеща́ть / Посети́ть	*to attend*
Вести́ / Повести́	*to lead*
Слы́шать / Услы́шать	*to hear*
Слу́шаться / Послу́шаться	*to obey*
Забо́титься / Позабо́титься	*to care*
Отвеча́ть / Отве́тить	*to answer*
Adjectives	
Отде́льный	*separate*
Физи́ческий	*physical*

Nouns	
Лицо́	*being (face)*
Те́ло	*body*
Обеща́ние	*promise*
Transitions	
Так что́	*so*
Вследствие	*as a consequence*
По́сле э́того	*after that*
Пото́м	*afterwards*
Подо́бно	*similarly*
Тепе́рь	*and now*

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

In order to understand the grammar in this board display, it will help to look ahead to the grammar principle *Conceptual Practice Лu and Если* and also to the grammar principle *Question Word Лu*. You might also want to look at *Past Tense* for more information on conjugating verbs to past tense.

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Nom.	Past Verb	Inf. Verb	If There Is	Nom.
Джо́зеф Смит *Joseph Smith* Я *I*	хоте́л(а) *wanted (f)* жела́л(а) *desired (f)*	узна́ть *to find out*	есть ли *whether there is*	и́стинная це́рковь. *true church.* Бог. *God.* проще́ние грехо́в. *forgiveness of sins.*

Noun	Past Verb	Phrase
Он *He* Я *I*	реши́л(ла) *decided (f)* на́чал(ла́) *began (f)*	моли́ться Богу. *to pray to God.* изуча́ть Би́блию. *to study the Bible.* посеща́ть це́рковь. *to visit church.*

Make Paragraphs

Так что
So
Поэ́тому
That is why
Благодаря́ э́тому
Because of that
До э́того
Before that/this
По́сле э́того
After that/this
Подо́бно
Similarly

Nom.	Past Verb	Acc.
Бог *God* Иису́с *Jesus* Дух *The Spirit*	посети́л *visited* отве́тил *answered* слы́шал *heard*	Джо́зефа. *Joseph.* меня́. *me.*

Pronoun	Past Verb	God	Phrase
Он *he* Я *I*	узна́л, что *found out that*	Бог	и Иису́с отде́льные ли́ца. *and Jesus are separate beings.* име́ет физи́ческое те́ло. *has a physical body.* отвеча́ет на моли́твы. *answers prayers.*

Nom./Verb	Verb	That	Nom. Noun	Verb	Acc. Noun
Он *He* Я *I* Вы мо́жете *you can*	(не) узна́л(а), *(not) found out (f),* (не) поня́л(а́), *(not) understood (f),* поня́ть *to understand* узна́ть *to find out*	что *that*	Бог *God* Иису́с Христо́с *Jesus Christ*	слы́шит *hears* ведёт *leads (guides)* благословля́ет *blesses* исцеля́ет *heals*	Свои́х дете́й. *His children.* меня́. *me.* нас. *us.* вас. *you.*

Possessive Pronouns

	Иису́с Христо́с	**–**	**мой**			**Спаси́тель.**	
	Jesus Christ	*(is)*	*my*			*Savior.*	?
Да,	**Иису́с Христо́с**			**мой**	**наш**	**Спаси́тель**	
Yes,	*Jesus Christ*			*my*	*our*	*Savior*	
Нет,	**Бог**	**(не)**		**твой**	**ваш**	**Небе́сный Оте́ц**	*(Masc.)*
No,	*God*	*(not)*		*your***	*your***	*Heavenly Father*	
(Кто…?)	**Андре́й**			**его́/её**	**их**	**оте́ц / брат / друг**$_{MASC}$**.**	
(Who…?)	*Andrei*			*his/hers*	*their*	*father / brother / friend*	
(Что…?)							
(What…?)	**Она́**			**моя́**	**на́ша**	**осно́ва**	
	She			*my*	*our*	*foundation*	
	Спаси́тель			**твоя́**	**ва́ша**	**мать / сестра́ / подру́га**$_{FEM}$**.**	*(Fem.)*
	The Savior			*your***	*your***	*mothers/sister/friend*	
				его́/её	**их**	**ра́дость**	
				his/her	*their*	*joy*	
	Они́			**мои́**	**на́ши**	**слова́**	
	They			*my*	*our*	*words*	
	Э́то	**(все)**		**твои́**	**ва́ши**	**слу́шатели**	*(Plural)*
	This/that	*are all*		*your***	*your***	*investigators*	
	Вы			**его́/её**	**их**	**бра́тья и сёстры**	
	You			*his/hers*	*their*	*brothers and sisters*	

**GENDER: nounds ending in consonants, й, and ь are masc; о, е, (ё) are neuter; а, я, ь are fem. (see chart 1A)*
***"Твой" refers to "ты" (singular, informal, or intimate "you"), while "ваш" refers to "вы" (collective, formal, or respective "you").*

Андре́й ваш друг?
Is Andrei your friend?
Да, Андре́й мой друг.
Yes, Andrei is my friend.
Андре́й – наш Небе́сный Оте́ц?
Is Andrei our Heavenly Father?
Нет, Бог – наш Небе́сный Оте́ц.
No, God is our Heavenly Father.
Кто Иису́с Христо́с?
Who is Jesus Christ?
Иису́с Христо́с – моя́ наде́жда.
Jesus Christ is my hope.

Function: Asking about and expressing possession and ownership
Context: Testimony / Sharing a Family Picture

Scenario

Bear Testimony: You are an investigator meeting missionaries of the LDS Church for the first time. As they spoke to you on a bus yesterday you felt very interested by what they said about a true church of Christ being on the earth today. You have been researching several different religions, and are especially interested in learning what these young missionaries believe about the God and Jesus.

1. Practice: You will work in pairs according to the following roles:

Missionary A: You will play the role of the investigator.

- Ask the missionaries about God and Jesus.
- Respond to any questions they ask, sharing your personal beliefs.

Missionary B: You will play the role of the missionary.

- Answer the investigator's questions by sharing doctrine and bearing your personal testimony.
- Ask a few questions to make sure you understand what this investigator is telling you about the role Jesus Christ plays in his/her life.

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Additional Scenario(s)

Teach When You Find: You are on the airplane on your way to your mission and have just noticed that the person sitting next to you is looking intently at your name tag. You, of course, seize the opportunity to talk about your message by starting a conversation. You will:
1. Introduce yourself and ask some questions to get to know your neighbor.
2. Tell about your family. Bear testimony, especially about Jesus Christ and the Restoration.

Adjectives and Gender

Да, *Yes,* **Нет,** *No,*	**Мой** *My*	**брат** *brother*	*(is)*	**о́чень** *very*	**счастли́вый.** *happy.*	?
	Мой *My*	**брат** *brother*	*(is)*	**о́чень** *very*	**счастли́в ый** *happy*	*The masculine ending is the same as the dictionary ending.*
(Како́й...?)* *(What…?)*	**Ваш** *Your*	**оте́ц** *father*		**не** *not*	**религио́зн ый** *religious*	
	Э́тот *This*	**де́душка** *grandpa*			**до́бр ый** *kind*	
					терпели́в ый *patient*	*For feminine, replace the "-ый/-ий" with "-**ая**."*
	Моя́ *My*	**сестра́** *sister*			**у́мн ый** *smart*	
(Кака́я...?)* *(What…?)*	**Ва́ша** *Your*	**мать** *mother*			**лю́бящ ий*** *loving*	
	Э́та *This*	**ба́бушка** *grandma*			**стро́г ий*** *strict*	
	Мои́ *My*	**роди́тели** *parents*			**ве́рующ ий*** *believing/a believer*	*For plural, replace the masc. ending "-ый/-*ий" wiht the plural ending "-**ые/-*ие.**"*
(Каки́е...?)* *(What…?)*	**Ва́ши** *Your*	**бра́тья** *brothers*			**высо́к ий*** *tall*	
	Э́ти *These*	**сёстры** *sisters*			**не высо́к ий*** *short*	

*"What are they like/what kind?" this is also an adjective, asking for a description.
**The endings "ue" and "uй" are used as a result of a spelling rule.

Ва́ша сестра́ до́брая?
Is your sister kind?
Да, моя́ сестра́ до́брая.
Yes, my sister is kind.
Нет, моя́ сестра́ не до́брая.
No, my sister isn't kind.

Каки́е ва́ши роди́тели?
What are your parents like?
Мои́ роди́тели о́чень стро́гие.
My parents are very strict.
Мой брат не счастли́вый.
My brother isn't happy.

Function: Asking about and describing objects, people, and their characteristics
Context: Talking about families

Scenario

Sharing Pictures: You've been invited to a member's home to meet with their friend, Dmitriy, for the first time. The plan is to share the Restoration while focusing on how the Gospel can bless families. Dmitriy is married and has two little girls whom he loves very much. Your senior companion has asked you to show a picture of your family to introduce yourself and the subject before beginning the lesson.

1. Practice: You will work in pairs according to the following roles:

Missionary A: You will play the role of the junior companion.

- Use a picture to introduce yourself and your family to Dmitriy.
- Ask Dmitriy questions about his family.
- Testify to Dmitriy of the importance of family in God's plan.

Missionary B: You will play the role of Dmitriy.

- Listen to the missionary introduce his/her family and ask follow-up questions.
- Share with the missionary about your family when invited to do so.

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Additional Scenario(s)

Ward Council: While at a ward council meeting of a new branch, the branch president has invited you and your companion to both briefly introduce yourselves and tell a bit about your families.

1. Practice: You will work in pairs according to the following roles:
Missionary A: You will play the role of the branch president, President Trofimchuk.
Missionary B: You will play the role of the missionary.

- Use the grammar principle and vocabulary of this lesson with any other prior knowledge to briefly introduce yourself, show a picture of your family, and bear your testimony.

Past Tense

	Джо́зеф Смит		**хоте́л**		**узна́ть и́стину.** ?
	Joseph Smith		*wanted*		*to find out the truth.*
Да,	**Джо́зеф Смит**	**(не)**	**хоте́ ть**	**+ л**	**узна́ть и́стину.**
Yes,	*Joseph Smith*	*(not)*	*(to) want*	*(past – masc.)*	*to find out the truth.*
Нет,	**Бог**	**(тоже)**	**зна́ ть**		**(узна́ть), кака́я це́рковь и́стинна.**
No,	*God*	*(also)*	*(to) know*		*(to find out) which church is true.*
(Что…?)	**Иису́с Христо́с**		**реши́ ть**		**помоли́ться Бо́гу.**
(What…?)	*Jesus Christ*		*(to) decide*		*to pray to God.*
	Я$_{MASC}$		**чита́ ть**		**Би́блию.**
	I		*(to) read*		*the Bible.*
	Я$_{FEM}$		**спроси́ ть**	**+ ла**	**Бо́га в моли́тве.**
	I		*(to) ask*	*(past – fem.)*	*God in prayer.*
	Она́		**ви́де ть**		**Бо́га и Иису́са Христа́.**
	She		*(to) see*		*God and Jesus Christ.*
**The plural past tense ending "ли" is still used when speaking with one person on the formal, respectful "вы."*	***Вы**		**отве́ти ть**	**+ ли**	**на его́/мой/ваш вопро́с.**
	You		*(to) answer*	*(past – pl.)*	*on his/my/your question.*
			получи́ ть		**отве́т от Свято́го Ду́ха.**
	Они́		*(to) receive*		*an answer from the Holy Ghost.*
	We		**восстанови́ ть**		**Ева́нгелие Иису́са Христа́.**
			(to) restore		*the gospel of Jesus Christ.*
	Мы		**призва́ ть**		**Джо́зефа Сми́та быть проро́ком.**
	Us		*(to) call*		*Joseph Smith to be a prophet.*

Джо́зеф Смит реши́л помоли́ться Бо́гу?
Did Joseph Smith decide to pray to God?

Да, Джо́зеф Смит реши́л помоли́ться Бо́гу.
Yes, Joseph Smith decided to pray to God.

Джо́зеф Смит знал, кака́я це́рковь и́стинна?
Did Joseph Smith know which church was true?

Нет, Джо́зеф не знал, кака́я це́рковь и́стинна.
No, Joseph didn't know which church was true.

О чём Джо́зеф спроси́л Бо́га в моли́тве?
What did Joseph ask God in prayer?

Джо́зеф спроси́л Бо́га, кака́я це́рковь и́стинна.
Joseph asked God which church was true.

Function: Asking about and describing actions and events
Context: Teaching about Joseph Smith

Scenario

Sharing The First Vision: You are teaching a less-active member, Zhenya, about Joseph Smith and the Restoration to try and build his faith and increase his desire to return to activity. Although he was baptized four years earlier, he hasn't been to church in nearly 4 months and the branch president has asked that you visit him with the ward mission leader.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries:

- Share briefly about Joseph Smith's experience.
- Recite from memory (or read, Restoration pamphlet, p. 11) Joseph Smith's account of the First Vision.
- Testify of the Restoration and strengthen Zhenya.

Missionary C: You will play the role of Zhenya, the less-active member:

- Answer the missionaries' questions and take an active role in the lesson.

Missionary D: (Optional) – you will play the role of the ward mission leader, Brother Protopopov:

- Add your testimony to that of the missionaries and share how you gained your testimony.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Write a Letter of Support: Before a transfer meeting, you found out that investigators from an old area, the Volcanov family, have recently begun meeting with the missionaries again. While waiting, you decided to write them a note of testimony to encourage them to read the Book of Mormon and find out about its truthfulness.

1. Practice: Write a brief note to Brother Igor Volcanov (И́горь Волка́нов) and his family and share about how you gained your testimony. Bear testimony of the Restoration and have your companion check over your letter for clarity.

Verb Conjugations – Present Tense

	Я *I*			**зна́ю,** *know*		**,что** *that*	**Це́рковь Христа́ и́стинна.** *the Church of Christ is true.* ?

Да, *Yes,* **Нет,** *No,* **(Что…?)** *(What…?)* **(но)** *but* **(и)** *and*

Я *I*	**Мы** *We*	**(не)** *(not)*	**зна́ ~~ть~~** *(to know)*
Ты *You (inform.)*	**Вы** *You (form./pl)*		**счита́ ~~ть~~** *(to reckon/(to) consider*
Он / Она́ *He / She*	**Они́** *They*		**ду́ма ~~ть~~** *(to think*
			свиде́тельств ~~овать~~ + у* *(to testify*
Кто *Who*			**чу́вств ~~овать~~ + у*** *(to feel*
Ири́на *Irina*			
И́горь *Igor*			**ве́р ~~ить~~** *(to believe)*
			говор ~~и́ть~~ *(to speak)*
			уч ~~и́ть~~** *(to teach)*

1st Conjugation

- ю/-*у	**- ем**
- ешь	**- ете**
- ет	**- ют/-*ут**

*after consonants, except л

2nd Conjugation

- ю/-*у	**- им**
- ишь	**- ите**
- ит	**- ят/-*ат**

-*у/-ат (spelling rules)

,что *that*	**Церковь Христа́ и́стинна.** *Church of Christ is true.*	
	Кни́га Мормо́на и́стинна. *Book of Mormon is true.*	
	Кни́га Мормо́на сло́во Бо́га. *Book of Mormon is the word of God.*	
	Бог призыва́ет проро́ков. *God calls prophets.*	
	То́мас С. Мо́нсон – проро́к. *Thomas S. Monson is a prophet.*	
	Иису́с Христо́с – наш Спаси́тель. *Jesus Christ is our Savior.*	
,что *that*	**Иису́с Христо́с – Сын Бо́га.** *Jesus Christ is the Son of God.*	
	Джо́зеф Смит был проро́ком. *Joseph Smith was a prophet.*	
	он был при́зван Бо́гом. *he was called by God.*	

Note: These two verb conjugations are two separate patterns. Don't feel like you have to master both during the same lesson.
**Verbs ending in –овать require that you first replace the "овать" with "у" before adding the appropriate 1st conjugation ending, as shown above. See "Russian for Missioaries" chapter 17 for further study of verb conjugations.*

Вы ве́рите, что Бо́г призыва́ет проро́ков?
Do you believe that God calls prophets?
Вы ду́маете, что Кни́га Мормо́на и́стинна?
Do you think that the Book of Mormon is true?
Нет, я не счита́ю, что Бог призыва́ет проро́ков.
No, I don't think that God calls prophets.

Да, я ве́рю, что Бог призыва́ет проро́ков.
Yes, I believe that God calls prophets.
Да, я зна́ю, что Кни́га Мормо́на и́стинна.
Yes, I know that the Book of Mormon is true.
Он узна́ет, что Кни́га Мормо́на сло́во Бо́га.
He will find out that the Book of Mormon is the word of God.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Bearing testimony

Scenario

Following Up: You and your companion have come into a new area and have found a new investigator in your area book. According to the record, Oleg was taught a lesson on the Restoration a week before and was invited to read and pray about the Book of Mormon. Also, the previous missionaries mentioned that he wasn't sure if he believed in God. You will meet with Oleg and find out where he is on his spiritual path.

1. Practice: You will work in companionships according to the following roles:

Missionaries A: You will play the role of the missionary:

- Get to know Oleg and ask about his family.
- Find out about his experience reading and praying and what he believes.
- Testify about the Restoration and reinvite him.

Missionary B: You will play the role of Oleg:

- Get to know the missionaries.
- Answer openly about your experience reading/praying and about your beliefs.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Finding: As you are talking to people on the street, you come across a person who is adamantly atheist. After this person tells you what they don't believe, you feel impressed to testify about what you do believe.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the person on the street:

- Say what you don't believe and then listen carefully to the missionary and consider what he/she is saying.

Missionary B: You will play the role of the missionary:

- Share what you do believe. Try to invite the Spirit and invite the person to come unto Christ.

Conjugating Reflexive Verbs

	Ка́ждый день		**я**		**ка́юсь**			**в свои́х греха́х.**
	Every day		*I*		*repent*			*from sins.* ?
Да,	**Ка́ждый день**	**я**	**мы**	**(не)**	**ка́ ~~яться~~**	*1st Conjugation*		**в свои́х греха́х.**
Yes,	*Every day*	*I*	*we*	*(not)*	*repent*	**- юсь/-*усь**	**- емся**	*from sins.*
Нет,	**Иногда́**	**ты**	**вы**		**собира́ ~~ться~~**	**- ешься**	**- етесь**	**по воскресе́ньям.**
No,	*Sometimes*	*you*	*you (form/pl)*		*meet*	**- ется**	**- ются/ -*утся**	*on Sundays.*
	Всегда́	**проро́к**	**ру́сские лю́ди**		**полага́ ~~ться~~**	*after consonants, except л		**на Христа́.**
	Always	*prophet*	*Russian people*		*rely*			*on Christ.*
	(Когда́...?)	**сестра́**	**миссионе́ры**					
	(When…?)	*sister*	*missionaries*			*2nd Conjugation*		
		(Кто...?)			***мол ~~и́ться~~**	**-юсь/ -*усь**	**- имся**	**Бо́гу.**
		(Who…?)			*pray*	**- ишься**	**- итесь**	*to God.*
					***крест ~~и́ться~~**	**- ится**	**- ятся/-*атся**	**вла́стью Свяще́нства.**
					be baptized	***-усь/-атся** (spelling rules)		*by the authority of the priesthood.*
					***стрем ~~и́ться~~**			**претерпе́ть до конца́.**
					strive			*to endure to the end.*

**Note the exceptions of "Крещу́сь" for "I am baptized" and "Стремлю́сь" for "I strive." These changes from "ст" to "щ" and "м" to "мл" are mutations. Also note that "моли́ться" and "крести́ться" follow a shifting stresse pattern. For more see "Russian for Missionaries" chpt. 20 and chart 2a II.*

Вы полага́етесь на Христа́?
Do you rely on Christ?

Да, я полага́юсь на Христа́.
Yes, I rely on Christ.

Ру́сские лю́ди всегда́ мо́лятся Бо́гу?
Do the Russian people always pray to God?

Нет, иногда́ ру́сские лю́ди не мо́лятся Бо́гу.
No, sometimes Russian people do not pray to God.

Кто стреми́тся претерпе́ть до конца́?
Who strives to endure to the end?

Ка́ждый день миссионе́ры стремя́тся претерпе́ть до конца́.
Every day missionaries strive to endure to the end.

Function: Asking about and describing actions and events
Context: Teaching about the Gospel of Jesus Christ

Scenario

Working with Members: You are meeting with an investigator, Sasha, in a member's home for the first time. Brother Maksimov is a friend of Sasha. Sasha seems to like the message of the Restoration, but has heard that we do not believe in Christ. He wants to learn more about the Church, but would like to understand this point first as he believes very firmly in the divinity of Christ.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A (&B): You will play the role of the missionaries.

- Express interest in Sasha's concern and show kindness and friendship in the way that you help meet it.
- Share Articles of Faith one and three with Sasha.
- Bear testimony of the Savior.

Missionary C: You will play the role of Sasha's member friend, Brother Vladimir Maksimov.

- Explain in greater detail what it means for you as a Latter-day Saint to live the gospel of Jesus Christ.

Missionary D: You will play the role of the investigator Sasha.

- Ask questions and express concerns as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Letter to the President: In preparation for an upcoming zone conference, your mission president has asked that you write a brief overview of the gospel of Jesus Christ in Russian, describing how we live the gospel.

1. Practice: Take a short amount of time to write your individual letters. Once finished, read your letter out loud to your companion to see if you can find any mistakes, particularly in the use of the grammar in this lesson.

Can and Want

	Е́сли	**я хочу́**	**узна́ть и́стину,**		**я могу́**	**помоли́ться Бо́гу**	?
	If	*I want*	*to find out the truth*		*I can*	*pray to God.*	
Да,	***Е́сли**	**я хочу́**	**узна́ть и́стину,**	**(Что...?)**	***я могу́**	**помоли́ться Бо́гу.**	
Yes,	*If*	*I want*	*to find out truth*	*(what…?)*	*I can*	*pray to God.*	
Нет,	**Когда́**	**ты хо́чешь**	**получи́ть отве́т**		**ты мо́жешь**	**спроси́ть Бо́га.**	
No,	*When*	*you want*	*to receive an answer*		*You can*	*ask God.*	
		он/она́ хо́чет	**име́ть свиде́тельство**		**он/она́ мо́жет**	**ходи́ть в це́рковь.**	
		he/she wants	*to have a testimony*		*He/She can*	*go to church.*	
		мы хоти́м	**почу́вствовать поко́й**		**мы мо́жем**	**чита́ть Кни́гу Мормо́на.**	
		we want	*to feel peace*		*We can*	*read the Book of Mormon.*	
		вы хоти́те	**очи́ститься от греха́**		**вы мо́жете**	**пока́яться.**	
		you want	*to become free of sin*		*You can*	*repent.*	
		они́ хотя́т	**почу́вствовать любо́вь Бо́га**		**они́ мо́гут**	**(де́лать?)**	
		they want	*to feel the love of God*		*They can*	*(to do?)*	

хоте́ть/за~ *to want*	
хочу́	**хоти́м**
хо́чешь	**хоти́те**
хо́чет	**хотя́т**

мочь/с~ *to be able to*	
могу́	**мо́жем**
мо́жешь	**мо́жете**
мо́жет	**мо́гут**

**Just as in English, the two main phrases can be switched in order. For example, "I can pray to God when I want to feel peace" or "When I want to feel peace I can pray to God."*

Е́сли он хо́чет получи́ть отве́т, он мо́жет помоли́ться Бо́гу?
If he wants to receive an answer, can he pray to God?

Да, е́сли он хо́чет получи́ть отве́т, он мо́жет помоли́ться Бо́гу.
Yes, if he wants to receive an answer, he can pray to God.

Что вы мо́жете де́лать, е́сли вы хоти́те узна́ть и́стину?
What can you do if you want to find out the truth?

Е́сли вы хоти́те узна́ть и́стину, вы мо́жете спроси́ть Бо́га.
If you want to find out the truth you can ask God.

Function: Asking about and answering questions of cause and effect
Context: Promising blessings

Scenario

Pray to Know the Truth: You are at your first visit with a new investigator, Ivan. He has accepted the message very well to this point and you just finished teaching about the Restoration and invited Ivan to read 3 Nephi. You are now teaching him how he can find out the truth through prayer.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries:

- Explain how Ivan can come to know truth.
- Promise that he, too, can receive an answer through prayer if he truly desires it and is ready to read, pray, and act upon his answer.

Missionary C: You will play the role of Ivan:

- Answer the missionaries' questions and respond sincerely.

(Missionary D): You will play the role of Ivan's member friend, Sasha:

- Encourage Ivan and testify of the truthfulness of the Book of Mormon.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Writing Your Testimony: Your companion has suggested that you both write your testimonies in copies of the Book of Mormon that you'll be distributing. To practice, you'll write out your testimony for a copy that will be given to your newest investigator, Vyecheslav (Вячеслав), who is very excited about receiving the Book of Mormon.

1. Practice: Each missionary will write their testimony on a blank sheet of paper, addressed to Vyecheslav. Promise that he, too, can gain a testimony if he will do his part. After each missionary has finished, in companionships, share what has been written and work together to make your testimonies clearer.

Conceptual Practice: Verb Aspect - Imperfective and Perfective

Imperfective vs. Perfective – A matter of expressing "completeness"

The choice between a perfective or imperfective form of a Russian verb has to do with whether the speaker wants to emphasize the *completion* (or result of the action), or the *action itself* (or the process of the verb). For example, in Russian the perfective form of "to read" considers the beginning and ending of the action (the completion), as in *please read this chapter*; whereas the imperfective form emphasizes the action itself or process of the action, *just reading* (in general) or as in *please read daily* (with the speaker not really worrying about or drawing attention to the beginning and conclusion of a single action). Actions in the present tense inherently are not complete. Therefore, because they consider an action in its totality, perfective verbs can only refer to the past, future, or be in the infinitive; you can't have an already completed action in the present tense–note the table to the right. (see "*Rus. for Miss*." Chpt. 19)

Past Imperfective	Present Imperfective	Future Imperfective
Past Perfective	X	Future Perfective

Accordingly, use perfective verbs to describe actions which:

- Occurred in sequence, one after another; e.g. *Joseph **prayed** and then **saw** a light…*
- Have or emphasize a specific result (because of completion); *Joseph **read** James 1:5*
- Interrupt other actions or processes; *While Joseph was praying, he **saw** a light*

Use imperfective verbs to describe:

- Continuous or habitual actions and settings or feelings; *Joseph **wanted** to know the truth*
- The process verb with interrupted actions; *When Joseph was **praying**, he saw a light*
- Verbs for which the speaker focuses on the action itself rather than the completion; *Joseph **read** the Bible* [just read from time to time]
- When an English phrase uses the form of "to be" + the verb in the "ing" form or "used to" + the verb; *Joseph **was** liv**ing**/used to live in New York, or Joseph **was** read**ing** the Bible one day...*or *I will **be** go**ing** to BYU (all of these focus on the process of the action, or the action itself and are not concerned as much with comletion)*

Examples: Christ healed people (impf). He healed that woman (perf). I will read [in general] (impf). I will read 3 Nephi 11 tonight (perf).

As you read the story below, identify whether the underlined verb would be imperfective or perfective.

Joseph lived in America. His family members were very religious. They constantly sought for truth. Many ministers claimed to have the true gospel. Joseph wanted to know the truth. He wanted to join the true church. He attended many different meetings. Joseph opened the Bible for guidance and read James 1:5. It told him to ask God his question. Early one morning, Joseph decided to pray. He got up, dressed quietly, and went out the door. It was a beautiful spring morning in 1820. The bees were humming and the birds were singing. He went to a nearby grove of trees and knelt down. While he was beginning to pray, he felt the power of Satan. While he was struggling with this opposition, he cried out to God for help. He saw a pillar of light which was brighter than the sun. In the midst of the light, there were two personages. One of them, Jesus Christ, spoke with Joseph and called him by his first name.

Joseph was 14 when he had this vision and later, God called him to be a prophet. God restored His church through Joseph and he also restored His priesthood authority. John the Baptist conferred the Aaronic Priesthood upon Joseph and Oliver. Peter, James, and John also appeared and gave the Melchizedek priesthood to Joseph and Oliver. Joseph brought forth a new book of scripture—the Book of Mormon. Moroni came and showed Joseph where to find the golden plates. For many weeks, Joseph translated them by the power of God. The Book of Mormon became a second witness of Christ.

Verb Aspect with Past Tense

	Бог		**призва́л**	**Христа́ быть Спаси́телем**	**ещё до э́той жи́зни.**
	God		*called*	*Christ to be the Savior*	*even before this life.*
Да,	**Бог**	**(не)**	**призва́л**	**Хри́ста быть Спаси́телем**	**ещё до э́той жи́зни.**
Yes,	*God*	*(not)*	*called*	*Christ to be the Savior*	*even before this life.*
Нет,	**Иису́с Христо́с**			**двена́дцать апо́столов**	**до Свое́й сме́рти.**
No,	*Jesus Christ*			*twelve Apostles*	*before His death.*
	Небе́сный Оте́ц			**Искупле́ние**	**пе́ред Свои́м Воскресе́нием.**
	Heavenly Father		**соверши́л**	*the Atonement*	*right before His resurrection.*
	Сатана́		*performed*	**Воскресе́ние**	**в Гефсима́нском саду́.**
	Satan			*the Resurrection*	*in the Garden of Gethsemane.*
(Когда́...?)			**основа́л**	**Свою́ це́рковь**	
(When…?)			*established*	*His church*	
	Perfective		**сде́лал**	**что...?**	
			did	*what…?*	
(Кто...?)				**проро́ков**	**всегда́.**
(Who…?)			**призыва́л**	*prophets*	*always.*
			called	**апо́столов**	**ча́сто.**
				apostles	*often.*
	Imperfective		**соверша́л**	**чудеса́**	**в ка́ждом устрое́нии.**
			performed	*miracles*	*in every dispensation.*
			учи́л	**Ева́нгелию**	**постоя́нно.**
			taught	*the gospel*	*continually.*

?

Иису́с Христо́с ча́сто соверша́л чудеса́?
Did Jesus Christ perform miracles often?
Да, Иису́с Христо́с соверша́л чудеса́ постоя́нно.
Yes, Jesus Christ performed miracles continually.
Небе́сный Оте́ц призва́л апо́столов до Свое́й сме́рти?
Did God call Apostles before His death?
Нет, Христо́с призва́л апо́столов до Свое́й сме́рти.
No, Christ called Apostles before His death.
Что Бог де́лал всегда́?
What has God always done?
Бог всегда́ призыва́л проро́ков.
God has always called prophets.

Function: Narrating experiences and telling stories
Context: Christ's Earthly Ministry

Scenario

Help People Resolve Their Concerns by Using the Scriptures: One of your investigators, Ivan, has struggled to feel that he can be forgiven of his sins and it has been very difficult for him to feel that he is prepared to be baptized as planned this next week. You and your companion prayerfully decided that you would teach again about the Savior's earthly ministry and Atonement and teach from the words of the Savior to build Ivan's faith in Christ and His Atonement.

1. Practice: Briefly teach Ivan again about the life of the Savior and what He accomplished while on the earth. Share John 3:16-17 with Ivan and share your feelings about the Atonement. Promise him that he can be forgiven thanks to the sacrifice of the Savior. Consider sharing another scripture about how we can receive a remission of our sins through baptism.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

The 6th Article of Faith: In your mission you are allowed to hold short spiritual thoughts for any visitors who wish to stay after English practice. Today you've decided to briefly share about Christ's Church and the Restoration and invite anyone interested to learn more.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Introduce the topic and read the sixth Article of Faith.
- Tell about Christ's earthly ministry and then share how God has again called a prophet.
- Bear testimony of Joseph Smith and present the Book of Mormon as a way to know whether or not he was a prophet.
- Invite to learn more about Joseph Smith and the Book of Mormon.

Missionary B: You will play the role of someone (Grisha) who was interested and stayed after practice.

- Ask appropriate questions and answer questions that the missionary may ask.

Future Tense - Imperfective

Да,
Yes,
Нет,
No,
(Е́сли)
If…
(то)
then…
(Когда́...?)
(When…?)

Я бу́ду*
I will

я (не) бу́ду *I will (not)*	**мы (не) бу́дем** *we will (not)*
ты (не) бу́дешь *you will (not)*	**вы (не) бу́дете** *you (form./pl.) will (not)*
он/она (не) бу́дет *he / she will (not)*	**они (не) бу́дут** *they will (not)*

чита́ть Кни́гу Мормо́на
read the Book of Mormon

чита́ть Кни́гу Мормо́на
read the Book of Mormon
моли́ться Бо́гу
pray to God
изуча́ть Свяще́нные Писа́ния
study the scriptures
ходи́ть в це́рковь
go to church
соблюда́ть за́поведи
keep the commandments
чу́вствовать Свято́го Ду́ха
feel the Holy Ghost
получа́ть откровре́ние
receive revelation
получа́ть благословре́ния
receive blessings
получа́ть отве́ты на мои́ вопро́сы
receive answers to my questions

ка́ждый день.
every day.

ка́ждый день
every day
ка́ждым у́тром и ве́чером
every morning and evening
по воскресе́ньям
on Sundays

?

**This form (helper verb) "helps" the next verb be in the future tense. It can only be used with imperfective verbs.*
*When used by itself the meaning is different; e.g. "я бу́ду," does **not** mean "I will" but rather "I will be," or "I'll be (there)."*

Вы бу́дете моли́ться Бо́гу ка́ждым у́тром?
Will you pray to God every morning?
Да, я бу́ду моли́ться Бо́гу ка́ждым у́тром.
Yes, I will pray to God every morning.

Когда́ я бу́ду чу́вствовать Свято́го Ду́ха?
When will I feel the Holy Ghost?
Когда́ вы бу́дете моли́ться, вы бу́дете чу́вствовать Свято́го Ду́ха.
When you will pray you will feel the Holy Ghost.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Commitment Invitations

Scenario

Resolving Concerns: While discussing his upcoming baptism, your investigator, Grigory, expressed the concern that he has not yet received an answer about whether the Book of Mormon is true. He still wants to get baptized and is feeling good about all he is learning, but is just not sure what he should do.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries.

- Ask Grigory about what he has been doing to strive to receive an answer.
- Invite Grigory to read and pray daily to receive an answer.
- Promise Grigory blessings (i.e. “When you will…, you will…”).

Missionary C: You will play the role of Grigory.

- Answer the missionaries’ questions sincerely.

(Missionary D): You will play the role of Brother Bolshov, the elders’ quorum president.

- Share testimony with Grigory and give him support.
- Share about how you found out that the Book of Mormon is true.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Pray Often: You are teaching a new investigator family, the Nekrasovi, about praying daily as individuals and as a family. Brother Ivan Nekrasov has already prayed at the end of your lessons twice and feels quite strongly about the power of prayer as you have taught it to him.

1. Practice: Teach the family about the principle “Pray often,” and invite them to kneel and pray daily as individuals and as a family. Promise them blessings that they will receive if they do this faithfully.

Future Tense – Imperfective and Perfective

		Я бу́ду	**чита́ть Кни́гу Мормо́на**		**ка́ждый день.**
		I will	*read the Book of Mormon*		*every day.* ?
Да,		**Я (не) бу́ду**	**чита́ть Кни́гу Мормо́на**		**ка́ждый день.**
Yes,		*I will (not)*	*read the Book of Mormon*		*every day.*
Нет,		**Бу́дете ли вы**	**моли́ться Бо́гу**		**вме́сте со свое́й семьёй.**
No,		*Will you…?*	*pray to God*		*together with my/one's own family.*
			ходи́ть в це́рковь		**по утра́м.**
	Imperfective		*go to church*		*in the mornings.*
			жить по зако́ну	**десяти́ны**	**постоя́нно.**
			live according to the law	*of tithing*	*all the time.*
				Сло́ва Му́дрости	**по воскресе́ньям.**
				of the Word of Wisdom	*on Sundays.*
				целому́дрия	
				of chastity	
		Я (не) прочита́ю	**пе́рвую главу́ в Кни́ге Е́носа**		**сего́дня ве́чером.**
		I will (not) read	*1st chapter in the Book of Enos*		*this evening.*
		Прочита́ете ли вы	**э́ту главу́ в Кни́ге А́лмы**		**до на́шей встре́чи.**
	Perfective	*Will you read…?*	*this chapter in the Book of Alma*		*before our meeting.*
		Помо́литесь ли вы	**Бо́гу**		**за́втра.**
		Will you pray…?	*to God*		*tomorrow.*
		Я (не) помолю́сь	**во и́мя Христа́**		**в воскресе́нье.**
		I will (not) pray	*in the name of Christ*		*on Sunday.*

**Note that missionaries in general tend to use imperfective too much and perfective future not enough. This is so perhaps because imperfective future more closely parrallels English with the word "will" having an English counterpart " бу́ду," whereas the meaning of "will" in perfective future is implied in the conjugation of the pfv. verb.*

Бу́дете ли вы моли́ться Бо́гу вме́сте со свое́й семьёй?
Will you pray to God together with your family?
Да, я бу́ду моли́ться Бо́гу вме́сте со свое́й семьёй.
Yes, I will pray to God together with my family.

Помо́литесь ли вы Бо́гу до на́шей встре́чи?
Will you pray to God before our meeting?
Да, Я помолю́сь Бо́гу до на́шей встре́чи.
Yes, I will pray to God before our next meeting.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending Commitment Invitations

Scenario

Follow Up: You are meeting with a new investigator, Valera, for the second time and following up on his commitment to read 2 Nephi 31 and pray to know if the Book of Mormon is true. He seems to be genuine in his desire to know more, but when asked about the commitment he responded that he hadn't read because he'd had no time.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Appropriately express disappoint in Valera's failure to read.
- Briefly share with him why it is of so great importance that he read and pray about the truthfulness of the Book of Mormon.
- Reinvite Valera to read the assigned chapter and to pray tonight to know of the truthfulness of the Book of Mormon.

Missionary B: You will play the role of the investigator, Valera.

- Express your feelings and ask questions as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Repentance and Addiction Recovery: You are meeting with a young man, Artyom, who is struggling with the Word of Wisdom. He has been reading the Book of Mormon regularly, but has been failing to pray daily and attend Church for a little while now, partially because of his frustration with his smoking addiction.

1. Practice: Help build Artyom's faith that with the Lord's help he will be able to overcome his addiction. Teach Artyom about the importance of daily prayer and weekly church attendance in gaining the strength necessary to repent and change. Reinvite him to live the Word of Wisdom. Invite him to begin praying daily and attending church regularly and promise him blessings for keeping the commandments.

Possession

У	**меня́**		**есть**	**вопро́с**	**о**	**Джо́зефе Сми́те.**	
At	*me*		*there is*	*question*	*about*	*Joseph Smith.*	?

Да,
Yes,
Нет,
No,
(Что...?)
(What…?)

(Е́сли)
(If…)

У
At

GEN.	
меня́	**нас**
me	*us*
тебя́	**вас**
you (infrm. s.)	*you* (form. pl.)
него́ / неё	**них**
him / her	*them*

(Чего́...?)
(What…?)

		NOM.		
Present	**есть***	**вопро́с**	**о**	**Джо́зефе Сми́те.**
	there is	*question*	*about*	*Joseph Smith.*
Future	**бу́д** + **ет**$_{SING}$ / **ут**$_{PL}$	**посла́ние**		**Кни́ге Мормо́на.**
	will be	*message*		*Book of Mormon.*
		жела́ние		**узна́ть бо́льше о Христе́.**
		desire		*to know more about Christ.*
Past	**бы́л** ø$_{M}$ / **о**$_{N}$ / **а́**$_{F}$ / **и**$_{PL}$	**возмо́жность**$_{F}$		**чита́ть Кни́гу Мормо́на.**
	was	*opportunity*		*to read the Book of Mormon.*
				моли́ться.
				to pray.

		GEN.		
		вопро́са	**о**	**Джо́зефе Сми́те.**
Present	**нет****	*question*	*about*	*Joseph Smith.*
	is not	**посла́ния**		**Кни́ге Мормо́на.**
Future	**не бу́дет**	*message*		*Book of Mormon.*
	will not be	**жела́ния**		**узна́ть бо́льше о Христе́.**
Past	**не́ было**	*desire*		*to know more about Christ.*
	was not	**возмо́жности**$_{F}$		**чита́ть Кни́гу Мормо́на.**
		opportunity		*to read the Book of Mormon.*
				моли́ться.
				to pray

**There are three different patterns here. You don't have to master all three at once. Present tense is where we generally begin.*
***The negation or absence grammar pattern will be covered later in the book, though you could simply use these correct phrases as you communicate.*

У вас есть вопро́с о Кни́ге Мормо́на?	*Do you have a question about the Book of Mormon?*
Да, у меня есть вопро́с.	*Yes, I have a question.*
Нет, у меня́ не́т вопро́сов.	*No, I don't have questions.*

Function: Asking about and expressing possession and ownership
Context: How to Begin Teaching

Scenario

Finding People to Teach: You are out contacting on Проспе́кт Ле́нина when you feel prompted to contact Nikita, whom you see sitting on a bench. In order to invite Nikita to come unto Christ you will:
1. Introduce yourself.
2. Explain what your message is about, including your testimony as appropriate.
3. Ask simple questions to find out whether Nikita is interested in learning more.

Additional Scenario(s)

Follow up on Commitments: You had a wonderful first lesson with Anatoliy who committed to read and pray about your message and the passage you assigned in the Book of Mormon. Since this is your second meeting, you are excited to find out how everything went with Anatoliy's commitments.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.
- Ask a few questions to learn how Anatoliy is doing today.
- Follow up on the commitments.
- Ex. "У вас бы́ло вре́мя чита́ть Кни́гу Мормо́на?" ("Did you have time to read the Book of Mormon?")
- Respond appropriately («жаль!» : that's too bad!, «отли́чно!» : great!), and add your testimony.

Missionary B: You will play the role of Anatoliy.
- Tell how you are doing.
- Answer the missionary's questions and add any thoughts/concerns you have
- Ex. 1 "Да, у меня́ бы́ло жела́ние чита́ть Кни́гу Мормо́на, но я не понима́ю..." ("Yes, I had a desire to read the Book of Mormon, but I don't understand...")
- Ex. 2 "Нет, у меня́ не́ было вре́мени чита́ть Кни́гу Мормона." ("No, I did not have time to read the Book of Mormon.")

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Conceptual Practice - Using Cases

What are cases? – Describing the use of nouns.
Every time a noun is used in Russian it changes slightly to reflect how it is being used. Typically a special ending is added to the noun to show what role it is playing in the sentence. English has some of this too. When talking about God, look at the way the word “He” changes as its usage changes in the sentences below:

He loves me.	I love Him.
He loves us.	We love Him.
He loves them.	They love Him.

In English, the word He describes someone that is acting. The word Him describes someone that is being acted upon. You can see similar changes in the words I, we, and they which all describe someone that is acting.

• How do the words I, we, and they change when they are being acted upon?
• Are there other words in English that you can think of that change depending on their usage?
• Can you think of things that seem to force these words to change?

How do we know which case to use? In Russian, we similarly change words depending on their usage. However, this is much more common in Russian and affects the use of nearly every noun every time it is used. There are six different cases in Russian, so how do we decide which case to put a noun in? Nouns change case because of one of three factors:

1) **To give an implied meaning***: nouns change case to imply a certain meaning. (He taught by the Spirit) —"Spirit" is changed to describe *how* he taught. In other words, in Russian the words "by the" are translated only by the case "Spirit" is put into.
2) **When affected by a verb**: every verb forces the noun it affects to change to a certain case. (He **loves** us)
3) **After a preposition**: every preposition forces the noun it affects into a certain case. (We talk **about** the gospel)

The chart on the next page gives a little more detail on each of the six cases and examples of the three instances above. It is far from exhaustive, but is meant to help you get a look at the big picture of and most foundational case usage in the Russian language.

It also should be noted that thanks to the case system in Russian, word order does not matter nearly as much as it does it English. Therefore you can end up with sentences like ‘me loves He’. It makes sense in Russian because each of the nouns is marked to show what role it is playing (object or subject). We know regardless of word order which person is acting and which is being acted upon.

Note that in these examples **bolded words** signify the verb, phrase, or preposition that forces a case and underlined words, the words *in* the given case.

(This table gives the main uses of these cases. See chart 1b herein for more full explanations)	Nominative	Accusative	Genitive	Prepositional	Dative	Instrumental
1. Implied Meaning	**[Subject]** Thing doing the verb; predicate (e.g. I *am a* teacher)	**[Direct Object]** Indicates an object acted upon by a verb; also for duration	Indicates **possession ("of"), quantity, or absence of smthg.**	*(This case is forced only by prepositions)*	**[Indirect Object]** Indicates an object indirectly affected by an action (often shown by the word "to" in English)	Indicates the **means/instrument** by which an action is accomplished; in Eng. "by" or "with"
2. Verbs that require the case	---	***Most verbs:*** **to read** (something) **to love** (something) **to see** (something)	***Only a few:*** **to fear** (something) **to avoid** (something)	---	***Only a few:*** **to serve** (someone) **to phone** (someone) **to help** (someone)	***Only a few:*** **to share** (smtg.) **to become to be** (past/future/inf.)
3. After a Preposition	---	Through (**чéрез**) For (used for an exchange) (**за**)	Before (**до**) After (**пóсле**) From (away from) (**от**)	On (**на**) In (**в**) About (**о**)	Towards (**к**) Thanks to (**благодаря́**)	With (**с**) Above/Over (**над**) Under (**под**)
Examples	That man is reading.	He's **reading** the scriptures!	Let's read from the Book **of** Mormon.	The verse is **in** Alma.	Let's give a pamphlet **to** him.	I'm glad we talked **with** him.
	My companion eats a lot.	He truly **loves** the people.	My companion has **a lot of** faith.	He often talks **about** the gospel.	I try **to serve** him every day.	He **will be** an influential father.

Read the following two paragraphs and mark which case each of the underlined words will be in.

Our Father in Heaven loves us. Every person on this earth is a child of God. God reveals truth through prophets. Prophets then give that truth to us. If we live in harmony with the teachings of the prophets, we will be able to return to Heavenly Father and live with Him in His presence. People rejected the prophets. God removed the priesthood from the face of the Earth. People didn't have a correct understanding about God. They misinterpreted the doctrines in the Bible. However, God eventually restored the fullness of the gospel.

Joseph Smith was the prophet through whom God restored His Church. Joseph Smith wanted to find the true church of Jesus Christ. He read the Bible. One day, he read a verse in the Bible that helped him know that he should pray and ask God. When he prayed, he saw God and Jesus Christ standing above him in the air. God introduced His Son, Jesus Christ, to Joseph. Christ taught Joseph about the apostasy and later called him to be a prophet. The Angel Moroni gave Joseph the Gold Plates and he translated the Book of Mormon. We can know the truth of all these things if we pray to our Heavenly Father.

Accusative Case

	subject		*verb*	*direct object*		
	Джо́зеф Смит		**хоте́л спроси́ть**	**Бо́га.**		
	Joseph Smith		*wanted to ask*	*God.*		?
Да,	**Джо́зеф Смит**	**(не)**	**хоте́л(а) спроси́ть**	**Бог_**	**+ а**	
Yes,	*Joseph Smith*	*(not)*	*wanted (f) to ask*	*God*		
Нет,	**Ната́ша**	**(та́кже)**	**чита́л(а)**	**Иису́с_ Христ́_~~о~~е**		
No,	*Natasha*	*(also)*	*read (f)*	*Jesus Christ*		
Когда́ он моли́лся,	**Он**		**уви́дел(а)**	**отве́т**	*(No change)**	
When he prayed,	*He*		*saw (f)*	*answer*		
(Что…?)	**Я**		**получи́л(а)**	**стих**		
(What…?)	*I*		*received (f)*	*a verse*		
			перевёл	**и́стин ~~а~~**	**+ у**	
			translated	*truth*		
			восстанови́л	**кни́г ~~а~~**		
			restored	*book*		
				Би́бли ~~я~~	**+ ю**	
				Bible		
				Це́рковь	*(No change)**	
				the Church		
				Ева́нгелие	*(No change)**	
				the gospel		

**Masculine inanimate words, feminine words ending in "ь," and neuter words do not change in the accusative case; they will look the same as the nominative form.*

Джо́зеф Смит чита́л Би́блию?
Did Joseph Smith read the Bible?
Да, Джо́зеф чита́л Би́блию.
Yes, Joseph read the Bible.

Что Джо́зеф Смит хоте́л знать?
What did Joseph Smith want to know?
Джо́зеф хоте́л знать и́стину.
Joseph wanted to know the truth.

Ната́ша получи́ла отве́т?
Did Natasha receive an answer?
Да, Ната́ша получи́ла отве́т.
Yes, Natasha received an answer.

Function: Narrating experiences and telling stories
Context: Teaching about Joseph Smith

Scenario

Talk with Everyone: You are riding a Marshrutka back from a visit to an investigator in a nearby selo (town) and you sit down next to an elderly man, Pavel Sergeevich, who is reading the Bible. He took interest in you and asked that you tell him more about your religion.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary:

- Read James 1:5 with Pavel Sergeevich
- Teach briefly about the prophet Joseph Smith and testify of the Restoration.
- Give him a Restoration pamphlet and invite him to learn more.

Missionary B: You will play the role of Pavel Sergeevich:

- Respond to the missionary's questions and ask questions if you have any.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Bear Testimony: You have just arrived in a new area and came straight to a lesson with a new investigator, a young man by the name of Seryozha. Seryozha has already been taught about the apostasy and you will begin the lesson by teaching briefly about the prophet Joseph Smith and sharing testimony.

1. Practice: As a companionship, teach and testify about Joseph Smith. Read the First Vision together with Seryozha and testify about Joseph's experience and about the reality of the current prophet.

Genitive – "of"

	nominative/subject		*nominative**		*genitive*	
	Мы	**–**	**миссионе́р(ы)**		**Це́ркви Иису́са Христа́.**	?
	We	*(is/are/am)*	*missionaries*	*(of)*	*the Church of Jesus Christ.*	
(Кто…?)	**Мы**		**миссионе́р(ы)**		**Це́ркоⷪвь+и Иису́с+а Христоⷪе+а́**	
(Who…?)	*We*		*missionaries*		*the Church of Jesus Christ*	
	Они́		**представи́тели**		**Иису́с+а Христоⷪе +а́**	
	They		*representatives*		*Jesus Christ*	+а/я MASC.GEN S.
	Вы		**дитя́/де́ти**		**Бо́г+а**	
	You		*child/children*		*God*	+ы/и FEM.GEN S.
	Бог		**Оте́ц**		**на́ших ду́х+ов**	
	God		*Father*		*our spirits*	+ей GEN PL. ь ENDINGS
					всех люди+е́й	
					all people	
	Иису́с Христо́с		**Искупи́тель**		**всего́ ми́р+а**	See case chart for gen. adj. endings
	Jesus Christ		*Redeemer*		*the whole world*	
	Госпо́дь		**Све́т**		**всего́ челове́чествоⷪ+а**	
	The Lord		*Light*		*all mankind*	
	Священ́ство	**– э́то**	**власть**		**Небе́сного Отеⷰц+а́**	
	The priesthood	*it (is)*	*the authority*	*(of)*	*Heavenly Father*	
(Что такóе...?)	**Отсту́пничество**		**отвержéние**		**проро́к+ов**	
(What is…?)	*Apostasy*		*the rejection*		*the prophets*	
	На́ша це́рковь		**восстановле́ние**		**полноты́ Ева́нгелия**	+а/я NEUT. GEN S.
	Our church		*the restoration*		*the fulness of the Gospel*	
					полноты́ та́инствоⷪ	ø (DROP) GEN PL. VOWEL ENDINGS
					the fulness of ordinances	

** The second column is nominative because it is a subject complement; it is a noun used as an equivalent to or description of the subject (see chart 1B I. c.)*

Кто вы? **Мы – представи́тели Иису́са Христа́.**
Who are you? *We are representatives of Jesus Christ.*

Что такóе священ́ство? **Священ́ство – э́то власть Бо́га.**
What is the priesthood? *The priesthood (it) is the authority of God.*

Function: Asking about and describing objects, people, and their characteristics
Context: Introducing ourselves and our message

Scenario

Finding: You and your companion have planned to spend some time finding investigators on the street. Following the direction from *Preach My Gospel* to "develop the habit of immediately beginning to teach and testify as you meet people" (159), you will briefly introduce yourselves and begin teaching about Heavenly Father, His Son Jesus Christ, and the restoration of the priesthood.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary. You will approach the potential invesigator, introduce yourself, and teach and testify, saying phrases such as:

- "Здра́вствуйте, мы представи́тели Це́ркви Иису́са Христа́."
- "Мы зна́ем, что Бог – Оте́ц всех люде́й, и что Он лю́бит нас."
- "Иису́с Христо́с – Искупи́тель всего́ мира́."
- "Мы зна́ем, что свяще́нство – э́то власть Бо́га, и что Иису́с Христо́с восстанови́л свяще́нство в на́ши дни."
- "На́ша це́рковь – э́то восстановле́ние полноты́ Ева́нгелия Иису́са Христа́."

Missionary B: You will play the role of the potential investigator. Respond to the missionary's statements with interest, and ask questions about anything that strikes you or is confusing, for example:

- "Что зна́чит власть Бо́га?"
- "Что тако́е Ева́нгелие?"

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity. Remember, the goal is not to teach perfectly. The goal is to use the grammar pattern in a meaningful context, with many diffiferent vocabulary variations. Make sure to practice using the grammar until you have mastered the pattern.

Additional Scenario(s)

Teaching for Understanding: You have been teaching your investigator, Vadim/Vera, about how God reveals His gospel in every dispensation. In an effort to help him/her "see the pattern of apostasy and restoration" (*Preach My Gospel*, 7). At this point you are especially interetsed in whether he undrestood the doctrine of the priesthood authority in this pattern. After greeting Vadim/Vera you begin with the set phrase "Мы хоте́ли бы узна́ть, что вы по́мните о на́шем посла́нии," (*We would like to find out what you remember about our message*").

1. Practice: You will work in companionships according to the following roles:

Missionaries A & B: You will play the role of the missionary. Without greetting each other start right off with the set phrase from above. Then ask questions such as the ones below. The investigator will respond with what he/she remembers, leaving the missionary a chance to re-teach or confirm what the investigator has said. For example:

- "Что зна́чит свяще́нство?"
- "Свяще́нство – э́то си́ла и власть Бо́га."
- То́чно (*exactly*). Свяще́нство — э́то си́ла и власть Бо́га.
- Что тако́е отсту́пничество? вы по́мните?
- "Отсту́пничество – э́то... я не то́чно по́мню"
- Отсту́пничество — э́то отвержéние проро́ков. когда́ лю́ди отверга́ют (*reject*) проро́ков. А также это поте́ря (*the loss of*) свяще́нства.
- "Восстановле́ние – э́то возвраще́ние (return) свяще́нства на зе́млю."

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity. Always strive to reply in full sentences.

Genitive – Absence/Lack of

У	**меня́**		**нет**	**вопро́са**	**о**	**Джо́зефе Сми́те.**	?
At	*me*		*there is*	*question*	*about*	*Joseph Smith.*	

Да,
Yes,
Нет,
No,
(Что...?)
(What…?)

(Е́сли)
(If…)

(Чего́...?)
(What…?)

GEN.

	меня́	**нас**
	me	*us*
У	**тебя́**	**вас**
At	*you* (inf./sing.)	*you* (form. pl.)
	него́ / неё	**них**
	him / her	*them*

		NOM.		
Present	**есть** *there is*	**вопро́с** *question*	**о** *about*	**Джо́зефе Сми́те** *Joseph Smith*
Future	**бу́д** $ет_{SING}$ / $ут_{PL}$ *will be*	**посла́ние** *message*		**Кни́ге Мормо́на** *Book of Mormon*
		жела́ние *desire*		**узна́ть бо́льше о Христе́** *to know more about Christ*
Past	**бы́л** $ø_M$ / $о_N$ / $а́_F$ / $и_{PL}$ *was*	**возмо́жность**$_F$ *opportunity*		**чита́ть Кни́гу Мормо́на** *to read the Book of Mormon*
		вре́мя$_N$ *time*		**моли́ться** *to pray*

		GEN.		
		вопро́са *question*	**о** *about*	**Джо́зефе Сми́те** *Joseph Smith*
Present	**нет*** *is not*	**посла́ния** *message*		**Кни́ге Мормо́на** *Book of Mormon*
Future	**не бу́дет** *will not be*	**вре́мени**** $_N$ *time*		**узна́ть бо́льше о Христе́** *to know more about Christ*
Past	**не́ было** *was not*	**возмо́жности**$_F$ *opportunity*		**чита́ть Кни́гу Мормо́на** *to read the Book of Mormon*
				моли́ться *to pray*

**There are three different tenses and thus three different patterns here. You don't have to master all three at once. Present tense is the main one.*

***Вре́мя, along with a few other nouns of the same category, are irregular (e.g. и́мя). They are neuter nouns and follow an irregular declension pattern. See your grammar text.*

У вас есть вопро́с о Кни́ге Мормо́на? *Do you have a question about the Book of Mormon?*
Да, у меня есть вопро́с. *Yes, I have a question.*
Нет, у меня́ не́т вопро́сов. *No, I don't have questions.*

Function: Asking about and expressing possession and ownership
Context: How to Begin Teaching

Scenario

Follow up on Commitments: You had a wonderful first lesson with Anatoliy who committed to read and pray about your message and the passage you assigned in the Book of Mormon. Since this is your second meeting, you are excited to find out how everything went with Anatoliy's commitments.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Ask a few questions to learn how Anatoliy is doing today.
- Follow up on the commitments.
- Ex. "У вас бы́ло вре́мя чита́ть Кни́гу Мормо́на?" ("Did you have time to read the Book of Mormon?")
- Respond appropriately («жаль!» : that's too bad!, «отли́чно!» : great!), and add your testimony.

Missionary B: You will play the role of Anatoliy.

- Tell how you are doing.
- Answer the missionary's questions and add any thoughts/concerns you have

- Ex. 1 "Да, у меня́ бы́ло жела́ние чита́ть Кни́гу Мормо́на, но я не понима́ю..." ("Yes, I had a desire to read the Book of Mormon, but I don't understand...")
- Ex. 2 "Нет, у меня́ не́ было вре́мени чита́ть Кни́гу Мормона." ("No, I did not have time to read the Book of Mormon.")

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Additional Scenario(s)

Finding People to Teach: You are out contacting on Проспе́кт Ле́нина when you feel prompted to contact Anya, whom you see sitting on a bench. In order to invite Nikita to come unto Christ you will:

1. Introduce yourself.
2. Explain what your message is about, including your testimony as appropriate.
3. Ask simple questions to find out if Nikita is interested in learning more.

Prepositional Case

Дава́йте прочита́ем стих	**в**	**Кни́ге Мормо́на**	**о**	**ве́ре.**
Let's read a verse	*in*	*the Book of Mormon*	*about*	*faith.*
Дава́йте прочита́ем отры́вок	**в**	**Кни́ге Мормо́на**	**о(б)***	**ве́р ~~а~~**
Let's read a passage	*in*	*the Book of Mormon*	*about*	*faith*
Пожа́луйста прочита́йте э́тот стих		**Би́блии**		**моли́тв ~~а~~ +е**
Please read this verse		*the Bible*		*prayer*
		Уче́нии и Заве́тах		**Иису́с_ Христ ~~ос~~**
		the Doctrine and Covenants		*Jesus Christ*
				любо~~в~~ ~~ь~~
				love **+и**
				предзе́мной ** **жи́зн ~~ь~~**
				the pre-earth life

В	**э́том стихе́**	**говори́тся**	**об**	**Искупле́нии.**
In	*this verse*	*is talked*	*about*	*the Atonement.*
В	**э́тих стиха́х**	**Не́фий пи́шет**	**о(б)***	**Искупле́ни ~~е~~**
In	*these verses*	*Nephi is writing*	*about*	*the Atonement* **+и**
	э́том отры́вке	**мы узнаём**		**любо~~в~~ ~~ь~~**
(О чём говори́тся...?)	*this passage*	*we learn*		*love*
(About what is talked/said...?)	**э́той главе́**			**духо́вном** ** **ми́р_**
(О чём Не́фий пи́шет...?)	*this chapter*			*the spirit world* **+е**
About what is Nephi writing...?)				**моли́тв ~~а~~**
				prayer

** "Об" is used when the following word begins with a hard vowel ("а", "э", "ы", "о", "у") or "и." Обо is used in set phrases; e.g. "обо всём," "обо мне"*
*** In the prepositional case, adjectives have the following endings: -ом (masc./neut.), -ой (fem.), -ых (pl.).*

О чём говори́тся в э́том стихе́?
What is talked about in this verse?
В э́том стихе́ говори́тся о ве́ре.
In this verse (it) talks about faith.

О чём Нефий пи́шет в э́том стихе́?
What is Nephi writing about in this verse?
В э́том стихе́ Нефий пи́шет о моли́тве.
In this verse Nephi is writing about prayer.

О чём Моро́ний пи́шет в э́той главе́?
What is Moroni writing about in this chapter?
В э́той главе́ Моро́ний пи́шет о любви́.
In this chapter Moroni is writing about love.

Function: Asking about and describing actions and events
Context: Share a Scripture

Scenario

Answering Questions of the Soul: You are in your second lesson with Dasha/Dima. In your first lesson, you invited her to read and pray about the Book of Mormon. Dasha was concerned that God does not really know her and would not answer her prayer. You will answer her questions and address her concerns in this lesson by using the scriptures.

1. Practice: You will work in pairs according to the following roles:

Missionary A: You will play the role of the missionary.

- You have already greeted Dasha/Dima and you will now follow up with Dasha by asking:
  - Вы пока́ чита́ли в Кни́ге Мормо́на?
  - Вы моли́лись об и́стинности Кни́ги Мормо́на?
- Invite Dasha to read the verses you prepared for her, Alma 5:38, 58 and/or Enos 1:3-8.
- To check for understanding, ask Dasha to restate what the scripture is about, then testify about the truths taught in the scripture (as always, push yourself to use full sentences).
- Invite Dasha to read and pray about the Book of Mormon.

Missionary B: You will play the role of Dasha (or Sasha if you are an Elder).

- Tell the missionaries that you have read the Introduction of the Book of Mormon, but have not prayed.
- Respond to the missionaries questions and ask some questions of your own.

2. Re-practice: Switch roles (and/or companions) and repeat the activity.

Additional Scenario(s)

The Book of Mormon teaches Christ's Gospel: You are teaching a less-active member of the branch about the importance of reading the Book of Mormon. Use scriptures in the Book of Mormon to help him or her to understand how the Book of Mormon teaches about Christ's Gospel. Ask questions and extend invitations as needed.

Dative Case – Indirect Object

Да,
Yes,
Нет,
No,
(Что…?)
(What…?)

		indirect object - dative		*direct object - accusative*	
Бог *God*	**дал** *gave*	**нам** *us*		**Иису́са Христа́.** *Jesus Christ.*	**?**
Небе́сный Оте́ц *Heavenly Father*		**Це́ркве~~вь~~** *the Church*	**+е**	**Своего́ Сы́на.** *His Son*	
Он *He*		**мне** *me*		**проро́ков** *prophets*	
	даёт *gives*	**лю́ди~~и~~** *people*	**+ям**	**Ева́нгелие** *the gospel*	
				свиде́тельство *a testimony*	
				се́мьи *families*	
				отве́ты на мои́/на́ши моли́твы *answers to(onto) my/our prayers*	
		Иису́с_ Христ ~~ое~~ *Jesus Christ*	**+у**	**си́лу проща́ть грехи́** *the power to forgive sins*	
		проро́к *the prophets*	**+ам**	**власть свяще́нства** *the authority of the priesthood*	
Бог *God*	**пока́зывает/ показа́л** *shows/showed*	**нам** *us*		**(Свою́) любо́вь** *(His own) love*	**?**
Бог *God*	**обеща́ет** *promises*	**вам** *you (form./pl.)*		**отпуще́ние грехо́в** *a remission of sins*	
				дар Свято́го Ду́ха *the gift of the Holy Ghost*	

Как
How
Когда́
When

когда́...
when...

Небе́сный Оте́ц даёт лю́дям Ева́нгелие?
Does Heavenly Father give people the gospel?
Да, Небе́сный Оте́ц даёт лю́дям Ева́нгелие.
Yes, Heavenly Father gives people the gospel.

Что Бог обеща́ет нам?
What does God promise us?
Бог обеща́ет нам благослове́ния.
God promises us blessings.

Бог пока́зывает нам (Свою́) любо́вь?
Does God show us (His own) love?
Да, Бог пока́зывает нам (Свою́) любо́вь.
Yes, God shows us (His own) love.

Function: Asking about and describing actions and events.
Context: Teaching about God.

Scenario

Resolving Concerns: You have been meeting with Katya for the past week. Throughout your time with her you have felt that Katya hasn't completely grasped the concept that God is our loving Heavenly Father. Today she confirmed that feeling by sharing that she isn't really sure if God knows her or loves her. You want to help her understand this doctrine, and also help her see the different ways that God shows us His love.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of Katya (or Sasha):

- You're in the middle of the lesson and you say this phrase and ask one of these questions: Я не понима́ю любо́вь Бо́га и́ли как Он пока́зывает любо́вь.
- Как мы зна́ем, что Бог лю́бит нас?
- Как вы зна́ете, что Бог лю́бит вас?

Missionary B: You will play the role of the missionary:

- Share your own testimony about Heavenly Father and His role in our lives.
- Share how you have seen His love in your own life, and how God shows His love to all His children.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Bear Testimony: You have just arrived in a new area and came straight to a lesson with a new investigator, a young man by the name of Seryozha. Seryozha is very new to the idea of God, and you want to start by testifying of God's love for us.

1. Practice: As a companionship, teach and testify about how God shows His love. Use correct Russian and teach from the heart.

Instrumental Case – Asking for Blessings

		direct object - accusative	*with - instrumental*		
	Бог благослови́л *God has blessed*	**нас** *us*	**Сяты́м Ду́хом.** *with the Holy Spirit.*		
Да, *Yes*	**Бог благослови́л** *God has blessed*	**нас, меня́, его́, её, всех** *us, me, him, her, everyone*	**Сяты́м**$_{(adj)}$ **Ду́х___.** *with the Holy Spirit.*	**+ом** *(masc & neut.)*	
Нет, *No*	**Я прошу́ тебя́ благослови́ть** *I ask thee to bless*	**на́ших слу́шателей** *our investigators*	**да́р___ языко́в.** *with the gift of tongues.*		
	Мы про́сим тебя́ благослови́ть *We ask thee to bless*	**её, его́, мою́ семью́** *her, him, my family*	***поко́ й*** *with peace.*	**+ ем*** *(masc & neut.)*	
	Пожа́луйста, благослови́ *Please bless*	**президе́нта прихо́да** *the branch president*	***жела́ни е** *with a desire*		**соблюда́ть за́поведи.** *to keep the commandments.*
		моего́ напа́рника$_{MASC}$ *my companion*	**ве́р а** *with faith*	**+ой*** *(fem.)*	**служи́ть други́м.** *to serve others.*
		мою́ напа́рницу$_{FEM}$ *my companion*	**си́л а** *with strength*		**бро́сить** **кури́ть.** *to quit* *smoking.*
		Ири́ну *Irina*			**пить.** *drinking.*
		люде́й в Росси́и *the people in Russia*			
			возмо́жность *with an opportunity*	**+ю** *(fem.)*	**чита́ть Кни́гу Мормо́на.** *to read the Book of Mormon.*
			любо́вь. *with love.*		

Here we use "ем**" (m/n), "**ей**" (f), and "**ями**" (pl) for instrumental case for soft noun endings*

Бог благослови́л ва́шу напа́рницу да́ром языко́в?	**Бог благослови́л ру́сских люде́й возмо́жностью крести́ться?**
Has God blessed your companion with the gift of tongues?	*Has God blessed the Russian people with the opportunity to get baptized?*
Да, Бог благослови́л мою́ напа́рницу да́ром языко́в.	**Да, Бог благослови́л ру́сских люде́й возмо́жностью крести́ться.**
Yes, God blessed my companion with the gift of tongues.	*Yes, God has blessed the Russian people with the opportunity to be baptized.*
Я прошу́ тебя́ благослови́ть ру́сских люде́й любо́вью.	**Мы про́сим тебя́ благослови́ть нас жела́нием служи́ть лю́дям.**
I ask thee to bless the Russian people with love.	*We ask thee to bless us with the desire to serve others.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talking about Activity in the Church

Scenario

Weekly Planning: You have been meeting with your investigator, Sergey, for a few weeks and have noticed that he has been struggling to keep the invitations that you have given him. Pray fervently to begin your weekly planning session in Sergey's behalf and ask Heavenly Father to bless him. After the prayer, reflect on how Heavenly Father has blessed Sergey.

1. Practice: You will work in companionships according to the following roles:

Missionaries A&B: You will play the role of the missionaries.
Take turns doing the following:

- Missionary A will say the opening prayer.
- Missionary B will then ask Missionary A how Heavenly Father has blessed Sergey.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

- How to Begin Teaching: You and your companion contacted Alexander is a park and began teaching him on a nearby bench. After getting to know him, you and your companion start asking about his religious background and find out that he has never prayed in his life. Explain to him why prayer is important and that you'd like to begin and end every lesson with a prayer. Pray for Alexander and his family and them invite him to prayer in the same way.

Conceptual Practice: Что́бы – So That

Use "so that" to convey purpose or intent

We can use the phrase "so that" to convey a purpose or intent – the reason for why something is happening. For example, in English we may say in a prayer "Please help us so that we know what to do" or in a lesson "Joseph Smith restored the Priesthood so that we can be sealed as eternal families."

Past Tense must always follow Что́бы, (So that)

In Russian, any time the phrase "so that" is used, the verb following it MUST be in the past tense. In Russian, the above sentences would read, "Please help us so that we *knew* what to do" and "Joseph Smith restored the Priesthood so that we *could* be sealed as eternal families." Regardless if the sentence is referring to present or future time, the verb MUST be in past tense.

"*I want* so that you…"

One very common use of "so that" is when someone wants someone else to do something. Rather than saying in Russian "I want him to pray" (which literally means, "I want him. To pray."), you MUST say "I want so that he prayed" (notice the changed pronoun and the past tense). As another example, "God wants so that we were happy." *

Practice saying each of the sentences below using "so that" and past tense where needed, as it would be in Russian.

1. My companion and I want Sergei to come to Church so that he can feel the Spirit.
2. Oleg wants us to stop by so that we know where he lives so that in the future we can pick him up for Church.
3. God wants Sergei and Oleg to come unto Christ so that they will be happy.
4. My companion wants me to call the Branch President and ask about our talks on Sunday.
5. He wants us to speak on Sunday so that the members recognize who we are.
6. Christ wanted his Apostles to follow Him, be like Him, and teach others about Him.
7. He died for us so that we will have the opportunity to return to Heavenly Father, as He wants us to do.
8. As missionaries, we must work hard so that people in Russia, the Baltics, and Ukraine are baptized and receive the Holy Ghost.
9. The Holy Ghost wants me and my companion to seek His guidance so that we find the elect who want us to teach them.
10. God wants His children to feel peace and understand His plan for them so that they can continue to come unto Him.
11. We can know what God wants us to do.

**Note: This example sounds strange in English. This is just to help you see how it should be in Russian*

Что́бы – So That

Бог	**призыва́ет проро́ков,**	**что́бы**	**мы**		**зна́ли**	**Его́ во́лю.**	?
God	*calls prophets,*	*so that*	*we*		*knew*	*His will.*	
Бог	**призыва́ет проро́ков,**	**что́бы**	**мы**	**(не)**	**зна́ли**	**Его́ во́лю**	
God	*calls prophets,*	*so that*	*we*	*(not)*	*knew*	*His will*	
Проро́к	**посыла́ет нам проро́ков,**		**вы**		**слы́шали**	**и́стину**	
Prophet	*sends us prophets,*		*you (form/pl)*		*heard*	*truth*	
Дья́вол	**посла́л Своего́ Сы́на,**		**лю́ди**			**сло́во Бо́га**	
Devil	*sent His Own Son,*		*people*			*the word of God*	
	хо́чет,		**все**			**Ева́нгелие**	
	wants,		*everyone*			*the gospel*	
	у́чит нас,				**бы́ли**	**сча́стливы**	
	teaches us,				*were*	*happy*	
	обма́нывает нас,				**могли́**	**узна́ть о Христе́**	
	deceives us,				*could*	*find out about Christ*	
	отверга́ет проро́ков,					**ка́яться**	
	rejects prophets,					*repent*	
						крести́ться	
						be baptized	
						получи́ть Свято́го Ду́ха	
						receive the Holy Ghost	
						верну́ться к Бо́гу	
						return to God	

Да,
Yes,
Нет,
No,
(Почему́...?)
(Why…?)

Бог призыва́ет проро́ков, что́бы все слы́шали и́стину?
Does God call prophets so that everyone hears the truth?
Бог хо́чет, что́бы мы зна́ли Ева́нгелие?
Does God wants us to know the gospel?
Почему́ Бог призыва́ет проро́ков?
Why does God call prophets?

Да, Бог призыва́ет проро́ков, что́бы все слы́шали и́стину.
Yes, God calls prophets so that everyone hears the truth.
Да, Бог хо́чет, что́бы мы зна́ли Ева́нгелие.
Yes, God wants us to know the gospel.
Бог призыва́ет проро́ков, что́бы лю́ди могли́ ка́яться.
God calls prophets so that people could repent.

Function: Asking about and answering questions of cause and effect
Context: Teaching about Prophets

Scenario

Preparing for General Conference: Your investigator, Valyeri, has been accepting the message well and is keeping all of his commitments including coming to church each week. He plans to be baptized in two weeks and you want the upcoming broadcast of General Conference to strengthen him as he prepares for baptism.

1. Practice: You will work in groups of 3-4 according to the following roles:

Missionaries A&B: You will play the role of the missionaries.

- Teach Valyeri the principle, "Heavenly Father Reveals His Gospel in Every Dispensation".
- Testify about why God calls prophets.
- Promise Valyeri blessings for following the counsel of the living prophets.

Missionary C: You will play the role of the investigator, Valyeri.

- Share your feelings and ask what questions you may have.

(Missionary D): You will play the role of Misha, Valyeri's member friend.

- Share your testimony of prophets with Valyeri and suggest that you will attend the broadcast with Valyeri.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Preparing for Baptism: Since your investigator, Dima, will have a baptismal interview soon with the district leader, you've planned to share the questions that will be asked before having the actual interview.

1. Practice: The missionaries will discuss with Dima the first two questions of the baptismal interview and bear testimony of the truths taught in those principles. As Dima initially struggled with the idea of modern prophets, take this opportunity to reinforce his newfound testimony of the purpose and mission of prophets in modern day. Share ways that the prophets can bless Dima's life. (The interview questions can be found on p. 234 of Preach My Gospel in Russian)

Что́бы – In Order To

	Бог *God*		**посла́л Иису́са Христа́,** *sent Jesus Christ,*	**что́бы** *in order*	**показа́ть нам Свою́ любо́вь.** *to show us His love.*	?
Да, *Yes,* **Нет,** *No,* **(Почему́...?)** *(Why…?)*	**Бог** *God* **Иису́с Христо́с** *Jesus Christ* **Он** *He* **Дья́вол** *Devil*	**(не)** *(not)*	**посла́л Иису́са Христа́,** *sent Jesus Christ* **у́мер,** *died* **соверши́л Искупле́ние,** *performed the Atonement* **призыва́ет проро́ков,** *calls prophets* **даёт нам откро́вение,** *gives us revelation* **пригото́вил план,** *prepared a plan* **искуша́ет нас,** *tempts us*	**что́бы** *in order*	**показа́ть нам Свою́ любо́вь.** *to show us His love.* **очи́стить нас от греха́.** *to cleanse us from sin.* **препя́тствовать нам.** *to hinder us.* **дать всем возмо́жность** *to give everyone the opportunity* **помога́ть нам** *to help us* **учи́ть нас об** *to teach us about*	**воскре́снуть.** *to be resurrected.* **ка́яться.** *to repent.* **верну́ться к Бо́гу.** *to return to God.* **Иису́се Христе́.** *Jesus Christ.* **Искупле́нии.** *the Atonement.* **Ева́нгелии.** *the gospel.*

Христо́с у́мер, что́бы показа́ть нам Свою́ любо́вь*?*
Did Christ die in order to show us His love?
Он даёт откро́вение, что́бы препя́тствовать нам?
Does He give us revelation in order to hinder us?
Почему́ Бог призыва́ет проро́ков?
Why does God call prophets?

Да, Он у́мер, что́бы показа́ть нам Свою́ любо́вь.
Yes, He died to show us His love.
Нет, Он не даёт нам откро́вение,что́бы препя́тствовать нам.
No, He doesn't give us revelation in order to hinder us.
Бог призыва́ет проро́ков, что́бы учи́ть нас об Искупле́нии.
God calls prophets to teach us about the Atonement.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Jesus Christ

Scenario

Working with Recent Converts: You and your companion had too many appointments to cover on your own today and with permission decided to take two members on exchanges. You brought your recent convert, Alyosha, with you to help you teach a new investigator, Kolya, about the Gospel of Jesus Christ. Alyosha is 23 and very excited about missionary work and considering serving a mission himself.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles

Missionaries A (&D): You will play the role of the missionary.

- Teach the principle "The Atonement" from The Plan of Salvation and testify of the Savior's mission.

Missionary B: You will play the role of the recent convert, Alyosha.

- When prompted by the missionary, share testimony about why God sent Christ and why Christ performed the Atonement.
- Share testimony about how you have seen the Atonement work in your life.

Missionary C: You will play the role of the investigator, Kolya.

- Answer the missionaries' questions and express any feelings that you may have.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Working with Prospective Elders: While your companion went to teach Kolya (see scenario above), you and your temporary companion, 18-year-old Sasha, visited a part-member family. While waiting for a Marshrutka you decided to talk with Sasha about his mission call to London and strengthen his testimony of Jesus Christ and the Atonement.

1. Practice: Read President Hunter's quote about missionary work with Sasha (see p. 14 of Preach My Gospel in Russian) and share your testimony with him about why Christ performed the Atonement. Also share with him about why you are serving a mission. Bear testimony that he will be a powerful missionary if he will work hard and learn of Christ.

Conceptual Practice: Dative Constructions

Dative Constructions are certain phrases that require you to say, the equivalent of “to me is…” in Russian, rather than “I am…”, as it is said in English.
1. “I am (adjective)” → “To me it is (adjective)”
2. “He needs (that)” → “To him is needed (that)”
3. “She likes (this)” → “To her is pleasing (this)”

1. Certain Adjectives (For more examples, see Board Display 31b. Telling Time)
• Emotional states – She is embarrassed = to her is embarrassing, interesting, etc. (many adjectives normally ending in “-ed”)
• Physical conditions – I am cold = to me is cold, hot, uncomfortable, etc.
• Imposed conditions – We are allowed = to us is allowed, forbidden, etc.

2. Expressing Need – “To me is needed”
Dative constructions are used anytime we use the English verb need. Rather than saying “I need help” you must say, “To me is needed help.” Likewise, “He needs to read” becomes, “To him is needed to read.” (Verbs are in the infinitive form “to verb.”)

3. Expressing Preference – “To me is pleasing”
Dative constructions are also used with the Russian word to express preference, or “like.” Instead of saying “I like the Church” or “He likes to pray” you must say, “To me is pleasing the Church” and “To him is pleasing to pray.” (Notice that verbs are in the infinitive form “to verb.”)

Practice saying each of the sentences below using the proper Dative Construction, if required, as it would be in Russian.

1. Sergei is embarrassed.
2. I really like to read the Book of Mormon.
3. Missionaries are allowed to write e-mails.
4. We all like the MTC food.
5. She needs to pray every day.
6. He is uncomfortable.
7. We are cold.
8. Oleg is interested (in) the Gospel.
9. You need to study Russian.
10. They need more faith.
11. Sometimes I get bored during gym because I want to study.
12. You like Russian and Ukrainian people.
13. My teachers are interested (in) my life.
14. We need to work harder to find people who like us.
15. The world needs more dedicated missionaries.
16. We are having fun.
17. Our investigators liked what we taught and they needed it too!
18. We like the interesting way that Brother Smith teaches.
19. God needs our help in this great work.
20. I like to know that He needs me.

Expressing Need

	dative				inf. verb/noun in nom.		inf. verb	
	Нам *To us*			**на́до** *is needed*	**моли́ться,** *to pray,*	**что́бы** *in order*	**узна́ть и́стину.** *to know truth.*	
Да, *Yes,*	**Мне** *To me*	**Нам** *To us*	**(не)** *(not)*	**на́до** *is needed*	**моли́ться,** *to pray,*	**что́бы** *in order*	**узна́ть и́стину.** *to know truth.*	?
Нет, *No,*	**Тебе́** *To you*	**Вам** *To you (form./pl.)*		**ну́жно** *is needed*	**чита́ть Кни́гу Мормо́на,** *to read the Book of Mormon,*		**почу́вствовать любо́вь Бо́га.** *to feel love of God.*	
(Почему́...?) *(Why…?)*	**Ему́ / Ей** *To him/her*	**Им** *To them*		(*for verbs*)	**ви́деть Бо́га,** *to see God,*		**получи́ть отве́т.** *to receive an answer.*	
	Всем лю́дям *To all people*			**ну́жен** *is needed*	**Свято́й Дух,** *the Holy Ghost,*		**моли́ться Бо́гу.** *to pray to God.*	
				(*msc. nouns*)	**о́пыт,** *experience*		**обща́ться с Бо́гом.** *to communicate with God.*	
				ну́жно *is needed*	**жела́ние,** *desire,*		**верну́ться к Бо́гу.** *to return to God.*	
				(*neut. nouns*)	**сло́во Бо́га,** *word of God ,*		**понима́ть Ева́нгелие.** *to understand the gospel.*	
				нужна́ *is needed*	**моли́тва,** *prayer,*			
				(*fem. nouns*)	**Кни́га Мормо́на,** *the Book of Mormon,*			
				нужны́ *is needed*	**Свяще́нные Писа́ния,** *the scriptures,*			
				(*nouns in pl.*)	**де́ньги** *money,*			

Нам ну́жно сло́во Бо́га, что́бы понима́ть Ева́нгелие?
Do we need the word of God in order to understand the gospel?
Да, нам ну́жно сло́во Бо́га, что́бы понима́ть Ева́нгелие.
Yes, we need the word of God in order to understand the gospel.

Мне ну́жно ви́деть Бо́га, что́бы получи́ть отве́т?
Do I need to see God to receive an answer?
Нет, вам не ну́жно ви́деть Бо́га, что́бы получи́ть отве́т.
No, you don't need to see God to receive an answer.

Почему́ нам нужна́ моли́тва?
Why do we need prayer?
Нам нужна́ моли́тва, что́бы обща́ться с Бо́гом.
We need prayer in order to communicate with God.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Commitment Invitations

Scenario

Weekly Planning: You and your companion are conducting a weekly planning session and are discussing a recently found investigator, Vladimir. He has been taught twice now and is quite accepting of the message. Vladimir has begun reading the Book of Mormon and has agreed to attend church with you on Sunday but is a little apprehensive as he doesn't know any members. He knows very little about God and has felt uncomfortable praying out loud but has a strong desire to keep learning.

1. Practice: With your companion, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know to discuss Vladimir's concerns and needs. Write down in Russian the needs that you recognized and make plans about how you will strive to meet them.

2. Re-practice: Rotate practice partners and each missionary will explain to their new partner what needs their companionship came up with.

Additional Scenario(s)

Ward Mission Leader: You and your companion have been teaching the Ivanov family for nearly a month and they are getting very near being baptized. They have been keeping all of their commitments and are actively reading the Book of Mormon as a family and have already attended Church four times consecutively. Your ward mission leader has proposed that you meet to discuss their needs as they are baptized and become members. The father and mother are married and both work full-time. Their three daughters Masha, Anya, and Vera, are ages 7, 10, and 15. Their son, Vanya, is 16.

1. Practice: One missionary will act as the Ward Mission Leader, Brother Kikalishvili, and the other as a missionary. Use the grammar principle and vocabulary of this lesson with any other prior knowledge to discuss the Ivanov family's needs and how you will work together with ward leaders to help them become actively involved in the ward family.

2. Re-practice: Rotate practice partners and repeat the practice activity.

Like - Нра́виться

	dative		adverb			subject (noun in nom.) or inf. verb	
	Мне́		**всегда́**		**нра́вится**	**учи́ть люде́й Ева́нгелию.**	?
	To me		*always*		*is pleasing*	*to teach people the gospel.*	
Да,	**Мне́**	**Нам**	**всегда́**	**(не)**	**нра́вится**	**учи́ть люде́й Ева́нгелию.**	
Yes,	*To me*	*to us*	*always*	*(not)*	*is pleasing*	*to teach people the gospel.*	
Нет,	**Тебе́**	**Вам**	**иногда́**	**(о́чень)**		**изуча́ть Свяще́нные Писа́ния.**	
No,	*To you*	*to you (form./pl.)*	*sometimes*	*(really)*		*to study the scriptures.*	
	Ему́ / Ей	**Им**	**вообще́**			**занима́ться спо́ртом.**	
	To him/her	*to them*	*in general*			*to play sports (always singular in Russian).*	
(Что...?)	**Мое́й семье́**					**игра́ть на музыка́льных инструме́нтах.**	
(What…?)	*To my family*					*to play musical instruments.*	
	Сестре́					**(де́лать?)**	
	To sister					*(to do?)*	
	Бра́ту					**футбо́л.**	
	To brother					*football.*	
	Миссионе́рам					**смотре́ть кино́.**	
	To missionaries					*watch movies.*	
	Ру́сским лю́дям					**слу́шать му́зыку.**	
	To Russian people					*listen to music.*	
	На́шим слу́шателям				**нра́вятся**	**хоро́шие кни́ги.**	
	To our investigators				*are pleasing*	*good books.*	
						си́льные выступле́ния.	
						powerful talks.	

Вам нра́вится слу́шать му́зыку?
Do you like to listen to music?

Что вам нра́вится де́лать?
What do you like to do?

Да, мне о́чень нра́вится слу́шать му́зыку.
Yes I really like to listen to music.

Мне нра́вится занима́ться спо́ртом.
I like to play sports.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Getting to Know Someone

Scenario

Getting a New Area: You've just arrived in a new area and are meeting your new companion. He wants to get to know you a little better and asks you to tell a little about yourself and your siblings.

1. Practice: You will work in companionships according to the following roles:

Missionaries A & B: You will play the role of the missionaries. Each of you will:

- Introduce yourself to your companion: explain where you are from and how many siblings you have.
- Tell about what you like to do and explain what you want to accomplish on your mission.
- Tell about your siblings' interests and hobbies.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

A Friend in the Church: You are on exchanges with your ward mission leader for the day and are talking about the progress of your current investigators. You are worried about one of your investigators, Vasya, who often sits alone at Church. Brother Ordinyets, your ward mission leader, has asked you to tell a little about Vasya so that he can think of who could possibly befriend him.

1. Practice: Brother Ordinyets will ask questions about Vasya and the missionary will explain what Vasya's likes and interests are. Brother Ordinyets will then suggest a friend for Vasya and together with the missionary will make plans of how to introduce the two.

Genitive After Numbers

	У	**меня́**	**(есть)**	**оди́н**	**брат.**				
	At	*me*	*(there is/are)*	*one*	*brother.*				?
Да,	**У**	**меня́**	**(есть)**	**оди́н**$_{MASC}$**/одна́**$_{FEM}$	**брат**	**сестра́**			
Yes,	*At*	*me*	*(there is/are)*	*one*	*brother*	*sister*			
Нет,		**вас**			**сын**	**дочь**			*1, 21, 31 ...*
No,		*you*			*son*	*daughter*			*Nominative*
		него́			**племя́нник**	**племя́нница**			
		him			*nephew*	*niece*			
		неё		**два**$_{MASC}$**/две**$_{FEM}$	**бра́т а**	**сестры́**			
		her		*two*	*brothers*	*sisters*			
		моего́ па́пы		**три**	**сы́н а** +а/я$_{GEN S.}$	**до́чери**	+ы/и$_{GEN S.}$		*2-4, 22-24, 32-34 …*
		my dad		*three*	*sons*	*daughters*			*Genitive Singular*
		мое́й ма́мы		**четы́ре**	**племя́нник а**	**племя́нницы**			
		my mom		*four*	*nephews*	*nieces*			
		ва́шего отца́		**пять**	**бра́тьев***	**сестёр****			
		your father		*five*	*brothers*	*sisters*			
		ва́шей ма́тери		**нет**	**сынове́й***	**дочере́й**	See case charts for gen. plural endings		*5-20, 25-30, 35-40 …*
		your mother		*none*	*sons*	*daughters*			*Genitive Plural*
		Серге́я		**мно́го**	**племя́нников**	**племя́нниц**			
		Sergey		*many*	*nephews*	*nieces*			
		Ири́ны		**(ско́лько...?)**					
		Irina		*(how many…?)*					

**The genitive plural of a few nouns, including брат, is irregular (+ьев). In this case, сын, also has irregular plural endings (+овья́ for nom. pl., +ове́й for gen. pl.)*
***The gen. plural/no-vowel ending of сестра́ is сестр, which is difficult to say. Therefore a "e" is added, with an end stress: сестёр, maintaining the no-vowel ending.*

У вас есть бра́тья?
Do you have any brothers?
Да, у меня́ есть четы́ре бра́та.
Yes, I have four brothers.
Нет, у меня́ нет бра́тьев.
No, I don't have any brothers.

Ско́лько сестёр у ва́шего отца́?
How many sister does your father have?
У моего́ отца́ одна́ сестра́.
My father has one sister.
У моего́ отца́ нет сестёр.
My father doesn't have any sisters.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Talking about Families

Scenario

Working with Members: You have transferred into a branch where members are disconnected from missionary work. Your mission president has asked you to gain the members' trust in order to help the work in the area. Waiting for Sacrament meeting to begin, you and your companion try to get to know as many members as possible.

1. Practice: You will work in pairs according to the following roles:

Missionary A: You will play the role of the missionary.
- Introduce yourself to the member.
- Ask about their family and share about yours.
- Share your testimony of missionary work and the gospel.

Missionary B: You will play the role of the investigator.
- Answer the missionary's questions.
- Ask about the missionary's family.

2. Re-practice: Switch roles (and/or companions) and repeat the activity several times.

Additional Scenario(s)

Service: You have found an opportunity to serve in a soup kitchen once a week. While you are serving filling soup bowls, you begin talking to the person next to you.
1. Introduce yourself and ask some questions to get to know this person (focusing on families).
2. Share your testimony about the gospel and invite this person to learn more about your message.

Should - Дóлжен

			infinitive verb		*infinitive verb (after this form of чтобы)*	
	Вы	**должны́**	**моли́ться Бо́гу ,**	**что́бы**	**узна́ть, что це́рковь и́стинна.**	
	You	*should**	*pray to God*	*in order*	*to know that the church is true.*	?
Да,	**Вы**	**должны́**$_{PL}$	**моли́ться Бо́гу ,**	**что́бы**	**узна́ть, что це́рковь и́стинна.**	
Yes,	*You*	*should*	*pray to God*	*in order*	*to know that the church is true.*	
Нет,	**Мы**		**крести́ться,**		**узна́ть, что Кни́га Мормо́на и́стинна.**	
No,	*We*		*to be baptized*		*to know that the Book of Mormon is true.*	
(Что...?)	**Они́**		**соблюда́ть за́поведи,**		**получи́ть свиде́тельство.**	
(What…?)	*They*		*to keep the commandments*		*to receive a testimony.*	
	Я	**до́лжен**$_{MASC}$	**прийти́ в це́рковь,**		**прийти́ ко Христу́.**	
	I	*should*	*to come to church*		*to come to Christ.*	
	Он		**бро́сить пить алкого́ль,**		**помога́ть И́горю бро́сить кури́ть.**	
	He		*to quit drinking alcohol*		*to help Igor quit smoking.*	
	И́горь		**(де́лать...?)**		**бро́сить пить алкого́ль.**	
	Igor		*(to do…?)*		*to quit drinking alcohol.*	
	Я	**должна́**$_{FEM}$				
	I	*should*				
	Она́					
	She					
	Мари́я					
	Mary					

**Another way of translating forms of Дóлжен is "obliged." Because in English an infinitive form always follows "obliged," ("obliged to...") thinking of Дóлжен as "obliged" can help you remember that in Russian an infinitive form is always required after forms of Дóлжен.*

Что я дóлжен дéлать, чтóбы получи́ть свиде́тельство?
What should I do to receive a testimony?
Вы должны́ моли́ться, чтóбы получи́ть свиде́тельство.
You should pray in order to receive a testimony.
Вы должны́ бро́сить пить алкого́ль, чтóбы получи́ть свиде́тельство.
You should quit drinking alcohol in order to receive a testimony.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Commitment Invitations

Scenario

Receiving a Testimony: You are nearing the end of a meeting with an investigator that you've been teaching for a few weeks now. Although Igor used to faithfully keep his commitments, read the Book of Mormon, pray, and attend Church, for the last week or so he's entirely stopped. You and your companion have decided to teach Igor again about what it is that we must do to gain a testimony of the restored gospel.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary:

- Read Moroni 10:4-5 with Igor and testify that you know of the truthfulness of the promise.
- Share how you received your own testimony.
- Explain to Igor what he must do if he hopes to receive a testimony and promise him blessings for doing so.

Missionary B: You will play the role of Igor.

- Answer the missionary's questions and share any concerns that you may have.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Working with Less-Active Members: You have stopped by the Pecotskaya family, a very kind less-active family that has recently stopped attending Church. Your branch president, President Chernigov, felt that they would respond well to a visit from the missionaries and asked you to invite them to begin attending Church again.

1. Practice: In companionships, one missionary will share 2 Ne. 31:19-20 with Brother Pecotskiy and explain what it is that we need to do to receive eternal life after being baptized. Invite him and his family to attend church with you this Sunday and to begin attending again weekly. Share testimony of the blessings that come from faithful church attendance and from keeping the commandments.

Ли vs. Е́сли – A question of whether or not…

In English we use the word “if” very broadly while in Russian it can be translated a number of ways, but most commonly as one of two words: ли and е́сли. These two words are not interchangeable and mixing them up can cause confusion.

Е́сли

• Use **е́сли** when making an “if, then” or conditional statement; e.g. *If you go to the store, then I’ll go too*. This type of statement contains a condition, *If you go to the store,* and then an action that depends on the fulfillment of that condition, *then I'll go too*–again, often called "an if, then statment." Remember that in English (and Russian) the word “then” is often left out; e.g. *If you go to the store I'll go too.*

• You'll encounter many of these statements; e.g. *If you would’ve come...*; *If you could come, then*...; *I think that if he read, he would...*

Ли

*Whether to Use **Е́сли** or **Ли**:*

- **Ли** is not used for conditional statements. Rather, it is used to communicate uncertainty about a word or idea. For example, in *I don't know if he read,* the idea in question is whether "*he read*." In this type of statement in English "if" could be replaced with the phrase "whether...or not," *I don't know **whether** he read **or not**.* Any time in English you can substitute "whether...or not" for "if" in the statement, use **ли.** This is one of the easiest ways to know whether to use **е́сли** or **ли.**

Order:

- Overall, **ли** puts the word before it in question (usually the verb). Thus you have *Бу́дете ли вы чита́ть*, in which the word in question is "*Бу́дете*;" the question is whether the person "will" read or not. In the statement *I don't know if he read,* the idea in question is whether "*he read*." Therefore, **ли** would follow the verb "*read*" (with the pronoun coming after **ли**). In Russian: "Я не зна́ю, чита́л **ли** он."

Caution. In Russian when referring to a future and conditional event, the verbs in both parts of the condition must be in the future tense, even though they aren't in English; e.g. “If you read, you **will** receive answers,” in Russian must be stated “If you **will** read, you **will** receive answers."

(1) Identify whether ли or е́сли would be used for the underlined words and why. (2) For ли statements, identify the word in question:

1. I want to know if this is true.
2. She’s not sure if she will come.
3. If she will come, I’ll let you know.
4. You don’t know if you’re sick?
5. I don’t know whether she wants something.
6. If you will pray daily, (then) you will feel the Spirit.
7. If it would be better, we could go together.
8. I’ll come if she will come.
9. If the Book of Mormon is true, Jesus is the Christ.
10. He’ll go even if the branch president won’t be able to.
11. Let’s find out if we can get there by train.
12. If you are sincerely praying, you will receive an answer.
13. I don’t know if I want anything.
14. If it’s okay, let’s go.
15. If you want something to eat, let’s get it now.
16. Use appropriate titles if you are referring to God.
17. Even if you don’t read, I will.
18. If you will pray, you will be able to know if this is true.
19. If you read the scriptures each day, you will be strengthened.
20. If he wants to find out if this is true, he needs to pray.
21. The worst is not knowing if they’ll keep their commitment.
22. Let me know if you want to go.
23. I think it’s hardest because I don’t know if he’ll return.
24. They’ll want to know whether we will be able to come.

Interrogative Particle - Ли

	Е́сли вы бу́дете* моли́ться,	**вы смо́жете** узна́ть,**	**и́стинна**	**ли**	**Кни́га Мормо́на.**	
	If you will pray	*you will be able to know*	*true*	*if*	*the Book of Mormon.*	?
Да,	***Е́сли вы бу́дете моли́ться,**	**вы (не) смо́жете узна́ть,**	**и́стинна**	**ли**	**Кни́га Мормо́на.**	
Yes,	*If you will pray*	*you will (not) be able to know,*	*true*	*(if/whether or not)*	*the Book of Mormon.*	
Нет,	***Е́сли я бу́ду моли́ться**	**я (не) смогу́ узна́ть,**	**проро́к**		**Це́рковь Христа́.**	
No,	*If I will pray*	*I will (not) be able to know,*	*prophet*		*the Church of Christ.*	
	Че́рез Свято́го Ду́ха	**я (не) зна́ю,**	**помога́ет**		**Джо́зеф Смит.**	
	Through the Holy Ghost	*I (do not) know,*	*helps*		*Joseph Smith.*	
	Че́рез моли́тву		**слу́шает**		**То́мас С. Мо́нсон.**	
	Through prayer		*listens*		*Thomas S. Monson.*	
	Че́рез Кни́гу Мормо́на		**жив**		**моли́тва.**	
	Through the Book of Mormon		*lives*		*prayer.*	
	Без Свято́го Ду́ха				**Бог.**	
	Without the Holy Ghost				*God.*	
	(Как...?)				**Иису́с Христо́с.**	
	(How…?)				*Jesus Christ.*	

**Important!* *In Russian when promising a blessing both the condition and the promise must be in the future tense, even though they aren't in English; e.g. "If you read, you will receive answers," in Russian must be stated "If you will read, you will receive answers."*
***The condition clause usually contains an imperfective form while the promise clause usually contains a perfective.*

Че́рез моли́тву я смогу́ узна́ть, жив ли Бог?
Through prayer, I can find out if God lives?
Да, че́рез моли́тву вы смо́жете узна́ть, жив ли Бог.
Yes, through prayer you can find out if God lives.

Как я смогу́ узна́ть, и́стинна ли Кни́га Мормо́на?
How can I find out if the Book of Mormon is true?
Че́рез Ду́ха вы смо́жете узна́ть, и́стинна ли Кни́га Мормо́на.
Through the Spirit, you can find out if the Book of Mormon is true.

Function: Asking and answering questions of cause and effect
Context: Promising Blessings about the Restoration

Scenario

Pray Often: You've been working with a promising new investigator, Andrei Fyodorovich, who was an atheist all of his life. He is a very good man and has a strong desire to come to know God, but has been struggling with prayer. He has been brought to tears a few times during your lessons and has expressed a lot of pain about growing up without knowledge of God.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Share with Andrei Fyodorovich Alma 32:16 and express your joy and gratitude at his desire to learn more about God's existence.
- Express confidence that Andrei Fyodorovich can come to know the truthfulness of the Book of Mormon if he will continue to pray. Sincerely promise that he will find out whether or not God truly lives and hears his prayers and share testimony as appropriate.

Missionary B: You will play the role of Andrei Fyodorovich.

- Share feelings and express concerns as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

The Importance of Members: You have been working with a recent convert, Seryozha, to help him invite his friends to learn more about the Church. He's asked for your help in working with his friend, Dima, and you've agreed to role play with him what he might say to encourage Dima to begin praying until he feels comfortable meeting with the missionaries.

1. Practice: Switch off taking different roles with Seryozha to help him feel comfortable about how he'll invite Dima to begin praying.

Which - Кото́рый

Да,
Yes
Нет,
No

(Кто)
(Who is…?)

nominative (subject)			*nominative**	*nominative/new subj.*		
Джо́зеф Смит *Joseph Smith*	**– э́то** *that is*		**ма́льчик,** *the boy*	**кото́рый** *which/who*	**восстанови́л Ева́нгелие.** *restored the gospel.*	
Джо́зеф Смит *Joseph Smith*	**– э́то** *that is*		**ма́льчик,** *the boy*	**кото́рый** *which/who*	**восстанови́л Ева́нгелие.** *restored the gospel.*	?
Иоа́нн Крести́тель *John the Baptist*	**(не)** *(is not)*		**челове́к,** *the person*		**крести́л Иису́са Христа́.** *baptized Jesus Christ.*	
Авинаде́й *Abinadi*			**проро́к,** *the prophet*		**пропове́довал Ева́нгелие.** *preached the gospel.*	
Моро́ний *Moroni*					**зако́нчил Кни́гу Мормо́на.** *finished the Book of Mormon.*	
Не́фий *Nephi*					**послу́шался Бо́гу.** *obeyed God.*	
					постро́ил кора́бль. *built a ship.*	
Есфи́рь *Esther*	**– э́то** *that is*		**же́нщина,** *the woman*	**кото́рая** *which/who*	**прояви́ла сме́лость пе́ред царём.** *showed courage before the king.*	
Мари́я *Mary*				GEN.	**родила́ Иису́са Христа́.** *gave birth to Jesus Christ.*	
А́виш *Abish*				**у кото́рой** *at which/whom*	**была́ си́льная ве́ра.** *there was strong faith.*	

**Note: Subject compliment; it is a noun used as an equivalent to or description of the subject (see chart 1B I. c.)*

Не́фий проро́к, кото́рый зако́нчил Кни́гу Мормо́на?
Is Nephi the prophet that finished the Book of Mormon?
Нет, Моро́ний – э́то проро́к, кото́рый зако́нчил Кни́гу Мормо́на.
No, Moroni is the prophet that finished the Book of Mormon.

Кто Джо́зеф Смит?
Who was Joseph Smith?
Джо́зеф Смит – э́то проро́к, кото́рый восстанови́л Ева́нгелие.
Joseph Smith was the prophet who restored the gospel.

Кто прояви́л сме́лость пе́ред царём?
Who showed courage before the king?
Есфи́рь – э́то же́нщина, кото́рая прояви́ла сме́лость пе́ред царём.
Esther is the woman that showed courage before the king.

Function: Asking about and describing objects, people, and their characteristics
Context: Describing Influential People

Scenario

Invitation to Be Baptized: You have been working with Anya for about a week now and while teaching about the earthly ministry of the Savior you felt that you ought to invite her to be baptized. She has been very open to the message to this point and seems excited about learning more about the Restoration.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries.

- Read 2 Nephi 31:4-5 with Anya and explain that John the Baptist was the one who baptized Christ and that he had received authority from God to do so.
- Testify of the Restoration and about Joseph Smith through whom the priesthood authority was restored.
- Invite Anya to follow the example of the Savior in being baptized on a specific date.

Missionary C: You will play the role of the investigator, Anya.

- Answer the missionaries questions and express feelings appropriately.

(Missionary D): You will play the role of Anya's member friend, Masha.

- Bear testimony of Joseph Smith and of his role in the Restoration of the priesthood.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Letter to a Recent Convert: You decided to write a letter to a recent convert family, addressed to the father, Brother Sergei Rudyenko. You felt that it would be good to confirm your testimony of the Savior Jesus Christ to them and encourage them in their continued faithfulness.

1. Practice: Write an appropriate letter of support, bearing testimony of the Savior and of His earthly ministry. Bear testimony of Joseph Smith's role in the Restoration and ensure Brother Rudyenko that he has your continuing faith and support.

Reflexive Pronoun - Себя

Да,
Yes,
Нет,
No,
(Что...?)
(What…?)

subject			*refers to subject*	
Иису́с Христо́с *Jesus Christ*		**взял на** *took upon*	**себя́** *himself*	**грехи́ всего́ ми́ра.** *the sins of the whole world.*
Иису́с Христо́с *Jesus Christ*		**взял на** *took upon (m)*	**себя́** *oneself (acc.)*	**грехи́ всего́ ми́ра.** *the sins of the whole world.*
Я *I*	**(не)** *(not)*	**взяла́ на** *took upon (f)*		**на́ши страда́ния.** *our sufferings.*
Мы *We*	**(пока́ не)** *(hasn't/haven't yet)*	**взя́ли на** *took upon (pl)*		**отве́тственность быть ученико́м Христа́.** *the responsibility to be a disciple of Christ.*
Вы *You*				**и́мя Христа́ при креще́нии.** *the name of Christ at the time of baptism.*
Она́ *She*		***узна́л для** *found out for*	**себя́** *oneself (gen.)*	**все на́ши сла́бости.** *all our weaknesses.*
(Кто...?) *(Who…?)*				**что Христо́с – наш Спаси́тель.** *that Christ is our Savior.*
		***развива́л в** *developed in*	**себе́** *oneself (prep.)*	**соверше́нную любо́вь.** *perfect love.*
				ве́ру во Христа́. *faith in Christ.*
				жела́ние сле́довать Христу́. *desire to follow Christ.*

?

**Note: Change according to gender of subject as shown in взял and взяла́ (i.e. "-a" for feminine and "-u" for plural)*

Вы взя́ли на себя́ и́мя Христа́ при креще́нии?
Did you take upon yourself the name of Christ at baptism?
Да, я взял на себя́ и́мя Христа́ при креще́нии.
Yes, I took upon myself the name of Christ at baptism.
Нет, я пока́ не взял на себя́ и́мя Христа́.
No, I haven't taken upon myself the name of Christ yet.

Что Иису́с Христо́с взял на Себя́?
What did Jesus Christ take upon Himself?
Иису́с Христо́с взял на Себя́ на́ши страда́ния.
Jesus Christ took upon Himself our sufferings.

Function: Asking about and describing actions and events
Context: Teaching about Christ and Following Him

Scenario

Work with Recent Converts: You and your companion decided to visit a recent convert, Grisha, and find out how he is doing and encourage him in sharing the gospel with his friends and family. You've decided to read a quote about the atonement and missionary work and ask him to share how he gained a testimony of Jesus Christ.

1. Practice: You will work in groups of 2-3 missionaries according to the following roles:

Missionaries A (&B): You will play the role of the missionary.

- Read President Howard W. Hunter's quote in Preach My Gospel (p.14 in Russian).
- Share your testimony of Jesus Christ and then invite Grisha to share how he gained a testimony of Jesus Christ.
- Bear testimony of how a knowledge of the Atonement can give us desire and strength to share the gospel.
- Invite Grisha to begin preparing his friends and family to learn more about the gospel.

Missionary C: You will play the role of the recent convert, Grisha.

- When invited, share testimony of how you came to have faith in Jesus Christ and a desire to follow him.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Testifying about Christ: The president of your branch, President Trusov, has invited you to the next branch council meeting and asked that you bear testimony of Christ and share how you gained faith in Christ and how others can increase their love for Him.

1. Practice: Reflect upon how you gained your testimony of Christ and then bear testimony as instructed by President Trusov, including sharing how you gained faith in Christ and share how others can increase their love for and faith in Him.

Reflexive Possessive Pronoun - Свой

Да,
Yes,
Нет,
No,
(Кого...?)
(Whom…?)
(Что...?)
(What…?)

subject | | | *refers to subject* | ?

Небе́сный Оте́ц		**посла́л на зе́млю**	**Своего́**	**Сы́на, Иису́са Христа́.**
Heavenly Father		*sent to earth*	*His own*	*Son, Jesus Christ.*
Небе́сный Оте́ц	**(не)**	**посла́л на зе́млю***	**своего́**	**Сы́на, Иису́са Христа́.**
Heavenly Father	*(not)*	*sent to earth*	*one's own*	*son, Jesus Christ.*
Иису́с Христо́с		**лю́бит**		**напа́рника.**
Jesus Christ		*loves*		*companion.*
Он		**организова́л**	**свою́**	**це́рковь на земле́*.**
He		*organized*	*one's own*	*church on earth.*
Она		**учи́л**		**власть.**
She		*taught*		*authority.*
Сатана		**дал апо́столам**	**своё**	**Искупле́ние.**
Satan		*gave (to) the apostles*	*one's own*	*Atonement.*
Кто...?		**искупи́л на́ши грехи́ че́рез**		**свяще́нство.**
Who…?		*redeemed our sins through*		*priesthood.*
		пока́зывает свою́ любо́вь че́рез	**свои́х**	**апо́столов.**
		shows one's own love through	*one's own*	*apostles.*
		лю́бит		**дете́й.**
		loves		*children.*
		мо́жет учи́ть нас че́рез	**свои́**	**свяще́нные писа́ния.**
		can teach us	*one's own*	*scripture/ holy writtings.*

**Note: After посла́л, на requries accusative because motion is implied, whereas in the phrase це́рковь на земле́ на requries prepositional case because unmoving location is the issue.*

Христо́с мо́жет учи́ть нас че́рез свои́ Свяще́нные Писа́ния?
Can Christ teach us through his scriptures?

Да, Христо́с мо́жет учи́ть нас че́рез свои́ Свяще́нные Писа́ния.
Yes, Christ can teach us through his scriptures.

Вы лю́бите свои́х дете́й?
Do you love your children?

Да, я люблю́ свои́х дете́й.
Yes, I love my children.

Что Иису́с Христо́с дал апо́столам?
What did Jesus Christ give the Apostles?

Иису́с Христо́с дал апо́столам своё Свяще́нство.
Jesus Christ gave the Apostles His priesthood.

Function: Asking about and expressing possession and ownership
Context: Teaching about Christ's Earthly Ministry

Scenario

Contacting Referrals: You were referred to a new investigator family, the Andreevi, who are interested in learning more about Christ's life and ministry. You have already introduced yourselves and, with the family's consent, prayed.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Teach about the Savior's earthly ministry and Atonement using and reading from the Restoration pamphlet. Testify of what you have taught.
- Invite Kolya and his family to learn more about the Restoration.

Missionary B: You will play the role of the father of the family, Kolya.

- Respond to the missionary's message and ask any questions that you may have.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Talk with Everyone: While traveling back to your area from district meeting, you strike up a conversation with the passenger next to you on the marshrutka, who is an older man named Mihail Vasilyevich.

Introduce yourself to Mihail Vasilyevich and get to know a little about him and his family. Explain what you are doing as a missionary. Testify that you know that God loves him as he loves his own children. Testify that God loved us enough to send His own Son to die for us and that He has called a prophet in our day to teach us the gospel. Invite Mihail Vasilyevich to learn more about the Restoration.

Conceptual Practice: Complex Sentences

Complex Structure: Complex sentences occur most often when an interrogative is in a statement containing two simple ideas: a statement and a question: “We want to talk about that + When are you coming? = We want to talk about when you are coming.” More examples: “I think about THAT, and you want WHAT = I think about what you want.” “They love what he did for them.”

Formation: The following examples will illustrate the need for complex sentences as well as how to form some of them.

- A simple statement containing a demonstrative (i.e. that, there, etc.)
- A question containing an interrogative (what (most common), who, which, how, where, when, or why)

In English, we usually form complex sentences by combining the simple statement and simple question and then dropping the demonstrative:

“We want to be there + Where (does) God live? = We want to be where God lives.”

In Russian, **both** words must be said: “We want to be there, where God lives.”

Here are some other ways to understand when we need complex sentences. Let’s translate “Today we will talk about how the Atonement can bless us.” In Russian, “Сего́дня мы бу́дем говори́ть о (+prep), как искупле́ние мо́жет благослови́ть нас.” Can we say “о каке?” No! “Как” is an adverb and never changes. So what will take the case after “о?” We use “то,” to get “Сего́дня мы будем говори́ть о то́м, как искупле́ние мо́жет благослови́ть нас.”

Also, think of this example: "I want to talk about what you were talking about.” In Russian we cannot end a sentence in a preposition, “…вы говори́ли о.” If we move the last “о” to the middle of the sentence and rearrange it we get, “I want to talk about about what you were talking.” Now we have “about” twice in English. In Russian, “Я хочу́, говори́ть о____, что (–> чём) вы говори́ли" so we need something to take the other “о.” We use “то.” And we put it into its proper case. “Я хочу́, говори́ть о ТО́М, о чём вы говори́ли.”

The board display that follows will only go over some types of complex sentences. For more examples and deeper explanation, check your grammar text.

Prepositions: When prepositions are used in either the statement or question, they must go directly before the demonstrative or interrogative. “I want to talk about what you read about = I want to talk about that, about what you read.”

***Note:** To use a preposition, e.g. по́сле (+ gen.), before a noun put the noun after it in the appropriate case; e.g. по́сле обе́д**а**$_{GEN}$ (*after lunch*). However, to use a preposition before a verbal phrase, use a complex structure **то, как** with **то** in the appropriate case; e.g. "After we teach..." would be "По́сле **того́**$_{GEN}$**, как** мы у́чим.." See your grammar text for more details.

Practice saying each of the sentences below using the proper Complex Sentence structure, as it would be in Russian.

1. They understand what I am saying.
2. Do you know what Joseph Smith desired?
3. Jesus knew what his disciples taught.
4. I want to share with you what I have.
5. He read about what Joseph Smith saw.
6. Do you know what we need to do?
7. Every day I think about what my mother taught me.
8. Christ fulfilled all that His father commanded Him.
9. I will go and do what the Lord commands.
10. Our investigator likes what we talked about last night.
11. Let’s share what we learned from personal study
12. We must repent of what we have done wrong.
13. Let’s talk about when we should invite her to be baptized.
14. Today we want to talk about how God loves us.
15. I think we should teach him about how to receive answers to prayers.
16. We believe all that God has revealed
17. I love how the Savior taught.
18. Christ taught how we should live.
19. God wants us to have all that he has.
20. Did you understand what she said?

Complex Sentences – То, Что

	Че́рез Искупле́ние	**Иису́с Христо́с**		**вы́полнил**	**то,**	**что**	**Оте́ц заповеда́л Ему́.**
	Through the Atonement,	*Jesus Christ*		*fulfilled*	*that*	*what*	*the Father commanded Him.*
Да,	**Че́рез Искупле́ние**	**Иису́с Христо́с**	**(не)**	**вы́полнил**	**то,***	**что**	**Оте́ц заповеда́л Ему́.**
Yes,	*Through the Atonement*	*Jesus Christ*	*(not)*	*fulfilled*	*that*	*what*	*Father commanded Him.*
Нет,	**Че́рез страда́ния**	**Сын Бо́га**		**сде́лал**			**проро́чествовали проро́ки.**
No,	*Through sufferings*	*Son of God*		*did*			*prophesied the prophets.*
	(Что...?)	**Госпо́дь**					**мы не мо́жем сде́лать са́ми.**
	(What…?)	*The Lord*					*we can't do ourselves.*
	(Как...?)	**Спаси́тель**		**зна́ет**			**мы прохо́дим.**
	(How…?)	*The Savior*		*knows*			*we go through.*
		Сатана́		**понима́ет**			**мы чу́вствуем.**
		Satan		*understands*			*we feel.*
						в чём	**мы нужда́емся.**
						in what	*we need.*
						о чём	**мы ду́маем.**
						about what	*we are thinking.*
				иску́пит	**тех,***	**кто**	**ка́ется в грехах.**
				will redeem	*those*	*who*	*repent (from) sins.*
				освобожда́ет			**живёт по Ева́нгелию.**
				frees			*live according to the gospel.*
							отверга́ет Бо́га.
							reject God.

?

**Note: mo and mex are both are the direct object in the given sentence and thus are in the accusative case but "mex" represents people (animate) and therefore is accusative animate, (which looks the same as genitive).*

Госпо́дь зна́ет то, что мы чу́вствуем?
Does the Lord know what we are feeling?

Христо́с иску́пит тех, кто отверга́ет Бо́га?
Will Christ redeem those who reject God?

Что Спаси́тель зна́ет че́рез Искупле́ние?
What does the Savior know through the Atonement?

Да, Госпо́дь зна́ет то, что мы чу́вствуем.
Yes, the Lord knows what we are feeling.

Нет, Христо́с не иску́пит тех, кто отверга́ет Бо́га.
No, Christ will not redeem those who reject God.

Че́рез Искупле́ние Спаси́тель зна́ет то, в чём мы нужда́емся.
Through the Atonement, the Savior knows what we need.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Atonement

Scenario

Go about Doing Good: You found out today from the branch mission leader that the wife of a previous investigator, Ivan Pavlovich, passed away the day before of cancer. You and your companion decided to drop off a note of encouragement by his house while working in his area for the afternoon.

1. Practice:
Step 1: Missionaries A and B will work together in writing a note of support for Ivan Pavlovich. Testify of the Savior and His Atonement and share that the Savior knows what he feels and what he is experiencing.
Step 2: You will then work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Give the note to Ivan Pavlovich and give appropriate comfort. Promise him that he will be comforted as he follows the Savior and testify of the reality of the Plan of Salvation.
- If appropriate, set up a time when you can return to talk with him more about the Plan of Salvation.

Missionary B : You will play the roles of the investigator, Ivan Pavlovich.

- Appropriately express feelings and give thanks for the missionaries' support.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity – Step 2.

Additional Scenario(s)

The Gospel of Jesus Christ: You are teaching a man, Vladimir, the principle "Through Christ We Can Be Cleansed from Sin." Vladimir had a hard time believing that he can be forgiven from of a life full of sin but is sincere in his desire to change. Since beginning to meet with you he has already stopped smoking and drinking, and has started praying and attending church.

1. Practice: Testify of the reality of the Savior's Atonement, that He truly did all that the Father asked, and that we may be forgiven of what we have done. Testify that through faith, repentance, baptism, and receiving the gift of the Holy Ghost, we can become clean again. Invite him to prepare to be baptized and follow the Lord's example of obedience. Promise him blessings.

Conditional - Если бы

	Ива́н	**бы**		**крести́лся,**		**е́сли бы**	**он**	**получи́л отве́т на моли́тву.**
	Ivan	*would*		*be baptized*		*if*	*he*	*were to receive an answer to (his) prayer.*
Да,	**Ива́н**	**бы**	**(не)**	**крести́лся**$_{MASC}$**,**	**(да́же)**	**е́сли бы**	**он**	**получи́л* отве́т на моли́тву.**
Yes,	*Ivan*	*“would” particle*	*(not)*	*be baptized*	*(even)*	*if (hypothetical)*	*he*	*were to receive an answer to (his/her/their) prayer.*
Нет,	**Он**			**крести́лась**$_{FEM}$**,**			**она́**	**получи́л*подтвержде́ние о Кни́ге Мормо́на**
No,	*He*			*be baptized*			*she*	*were to receive a confirmation about the Book of Mormon.*
(Что...?)	**Она́**			**крести́лись**$_{PL}$**,**			**я**	**узна́л*, что Кни́га Мормо́на и́стинна.**
(What…?)	*She*			*be baptized*			*I*	*were to find out that the Book of Mormon is true.*
	А́ня			**моли́лся*,**			**они́**	**узна́л*, что Це́рковь и́стинна.**
	Anya			*pray*			*they*	*were to find out that the Church is true.*
	Я			**чита́л* Кни́гу Мормо́на,**			**мы**	**ощути́л* влия́ние Свято́го Ду́ха.**
	I			*read the Book of Mormon*			*we*	*were to feel the influence of the Holy Ghost.*
	Они́			**ходи́л* в церко́вь,**			**вы**	**у [него́] бы́ли знако́мые в прихо́де.**
	They			*come to church*			*you*	*[he] were to have acquaintances in the ward.*
	Мы			**служи́л* в прихо́де,**				**у [неё] бы́ло доста́точно де́нег.**
	We			*serve in the ward*				*[she] were to have enough money.*
	Вы			**плати́л* десяти́ну,**				**у [меня́] бы́ло бо́льше ве́ры.**
	You			*pay tithing*				*[I] were to have more faith.*
				пил* чай,				**ощуща́л* подде́ржку чле́нов Це́ркви.**
				drink tea				*were to feel the support of the members of the Church.*
				бро́сил* кури́ть,				**знал*, что Джо́зеф Смит был проро́ком.**
				quit smoking				*were to know that Joseph Smith was a prophet*

?

**Note: You will need to change the verb for gender as shown in the first verbs (i.e. add “a” for feminine and “u” for plural)*

Ива́н бы крести́лся, е́сли бы он получи́л отве́т?
Would Ivan be baptized if he received an answer?
Да, он бы крести́лся, е́сли бы он получи́л отве́т.
Yes, Ivan would be baptized if he received an answer.
Нет, он бы не крести́лся, да́же е́сли бы он получи́л отве́т.
No, Ivan wouldn’t be baptized even if he received an answer.

Что бы вы сде́лали, е́сли бы вы получи́ли отве́т?
What would you do if you received an answer?
Я бы крести́лась, е́сли бы я получи́ла отве́т.
I would get baptized if I received an answer.

Function: Asking and answering questions of cause and effect
Context: Helping Others Make and Keep Commitments

Scenario

Missionary Coordination Meeting: You are meeting with your ward mission leader, Brother Kozlov, and discussing Leonid, an investigator who had been progressing for quite some time but has yet to attend church, and who is struggling with a smoking addiction. Brother Kozlov has concerns about how Leonid will continue to progress if he doesn't soon begin attending church.

1. Practice: You will work in companionships according to the following roles:

Missionaries A&B: You will play the role of the missionary and Brother Kozlov

- Discuss Leonid's current progress and possible reasons why he may not be attending church.
- Brainstorm things that may help Leonid to come to Church if they were to happen.
- Also discuss what may help Leonid to quit smoking.
- Make plans with Brother Kozlov of what you and the members will do to aid Leonid in his progress.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

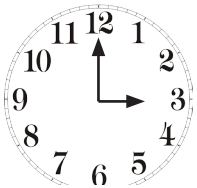
A New Investigator: You and your companion are going to an appointment and discussing a new investigator, Yuri, who was very excited to learn about the message of the Restoration. You met with him for the first time today and were pleased to discover that he wants to be baptized if he finds out the message is true. You are discussing what may happen if he feels the Spirit tonight while praying about the Book of Mormon as he agreed to do.

- Discuss what may have happened if you hadn't extended the invitation to be baptized or hadn't asked him to pray at the end. Discuss the importance of following the promptings of the Spirit in finding and teaching.
- Share with each other what you feel may happen over the next few weeks if Yuri is to recognize and feel the Spirit as he prays. Share your testimony with each other of the importance of missionary work.

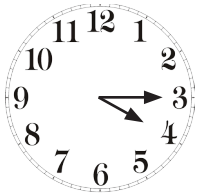
Conceptual Practice: Telling Time

You can understand the Russian method of telling time by always "looking ahead" to the upcoming hour.

On the hour:
• Russians say the number of hours (ex: "Three hours")
• 1:00 = simply "hour," omitting the word "one"



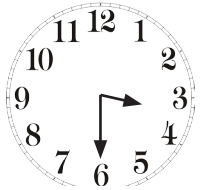
The first half of the hour:
• Looking "ahead," count the number of minutes we've come into the upcoming hour (ex: 4:15 = "fifteen minutes of the fifth hour"



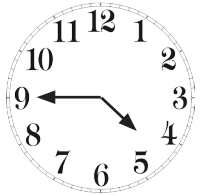
Practice saying each of the times in the Russian way of "looking ahead." Ex: 3:05 = "Five minutes of the fourth"

- 1:10
- 2:30
- 8:50
- 12:00
- 12:30
- 12:55
- 6:35
- 3:05
- 9:50
- 11:35
- 2:25
- 6:00
- 1:30
- 5:55
- 7:20
- 5:30
- 4:00
- 7:40
- 10:10
- 6:30
- 2:20

The half hour:
• We are still looking ahead, so now it is "half of the (next) hour" (ex: 3:30 = "half of the fourth hour")



The last half of the hour:
• Now we just say the next hour, and how many minutes remain until the hour—"without" how many minutes is it the next hour?
(ex: 4:45 = "five, without fifteen" or really "without fifteen, five")



Practice reading each of the times as they would in Russian and then say it normally Ex: "Five minutes of the fourth" = 3:05

- Ten minutes of the twelfth
- Half of the eighth
- Three hours
- Twenty minutes of the first
- Without five minutes, seven
- Half of the tenth Hour
- Five minutes of the fifth
- Without twenty-five minutes, three
- Eleven hours
- Half of the ninth
- Without fifteen minutes, one
- Ten minutes of the second
- Half of the first
- Seven hours
- Without twenty, ten
- Five minutes of the tenth

Telling Time

	Дава́йте встре́тимся		**в**		**час.**	
	Let's meet		*at*		*one o'clock.*	?
Да,	**Дава́йте встре́тимся**			*On the hour*	**час.**	**Note:**
Yes,	*Let's meet*				*hour (1:00).*	**1 час**
Нет,	**Мо́жно зайти́**		**в**		**пять часо́в.**	**2-4 часа́**
No,	*May (we) stop by*		*(at) (+ acc)*		*five hours (5:00).*	**5-20 часо́в**
(Во ско́лько?)					**_____ час(–/а/ов).**	
(At what time…?)				*In first half*		
(Когда́ . . . ?)	**Вам**	**удо́бно**			**пять мину́т шесто́го.**	**Note:**
(When…?)	*To you (is)*	*convenient*			*five minutes of the sixth (5:05).*	**1 мину́та**
	Мне	**мо́жно**	**в**		**два́дцать три мину́ты оди́ннадцатого.**	**2-4 мину́ты**
	To me (is)	*allowable*	*(at) (+ acc)*		*twenty three minutes of the eleventh (10:23).*	**5-20 мину́т**
		нельзя́			**_____ мину́т(а/ы/–) _____-ого.**	
		forbidden		*On half hour*	**полови́не четвёртого.**	
					half of the fourth (3:30).	
					пол пе́рвого.	
	Кото́рый час?		**в**		*half of the first (12:30).*	
	What time is it?		*(at) (+ prep)*		**пол(ови́не) _____-ого.**	
			-	*In second half*	**без десяти́ во́семь.**	
			(at)		*without ten, eight (7:50).*	

Вам удо́бно в пол пе́рвого?
Is it convenient for you at 12:30?
Да, мне удо́бно в пол пе́рвого.
Yes, it is convenient for me at 12:30.
Нет, мне удо́бно без десяти́ во́семь.
No, it's convenient for me at 7:50.

Во ско́лько мо́жно зайти́?
At what time can we stop by?
Мо́жно зайти́ в пятна́дцать мину́т седьмо́го.
You can stop by at 6:15.

Function: Asking and answering questions of time, date, and locations
Context: Setting up Appointments

Scenario

Talk with Everyone: While walking to another appointment, you and your companion are talking with people about the Book of Mormon on the way. One man, Boris, expressed interest in hearing more about the Book of Mormon and agreed to meet with you in the next few days to learn more and receive his own copy.

1. Practice: You will work in groups of 2-3 missionaries according to the following roles:

Missionaries A (&B): You will play the role of the missionaries.

- Share a favorite scripture from the Book of Mormon and testify of the truthfulness of the Book of Mormon.
- Set up an appointment in the next few days and ask Boris for his phone number and address and write down his information down in the potential investigators section in your daily planner.
- Promise blessings that will come from taking the time to learn more about the message of the Restoration.

Missionary C: You will play the role of Boris.

- Express interest in the Book of Mormon and ask appropriate questions about your upcoming meeting.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Ask for Referrals: You've just finished a lesson with the Boiko family. After asking them about referrals, they told you that a cousin of theirs, Sasha, has expressed interest in joining in your meetings.

- Find a time that will work for Sasha and the family to meet sometime in the next few days and set up an appointment.

Invite the father, Vasili, to invite Sasha to the next meeting. Promise them blessings for choosing to share the gospel with their friends and family.

Calendar Dates

Да,	**Серге́й**		**кре́стится**		**пя́того**		**числа́.**	
Yes,	*Sergei*		*will be baptized*		*(on the) fifth*		*date.*	?
Нет,	**Серге́й**	**(не)**	**кре́стится**		**пя́т ый**		**числ о́**	
No,	*Sergei*	*(not)*	*will be baptized*		*fifth (5th)*		*(of) date.*	
	Евге́ний		**полу́чит дар Свято́го Ду́ха**		**двена́дцат ый**		**ма́рт**	**+ а**
	Eugene		*will receive the gift of the Holy Ghost*		*twelfth (12th)*		*(of) March.*	*(gen)*
	Татья́на		**полу́чит Свяще́нство**		**семна́дцат ый**	**+ ого**	**а́вгуст**	
	Tatyana		*will receive the priesthood*		*seventeenth (17th)*	*(gen)*	*(of) August.*	
	Ири́на		**пое́дет в храм**		**два́дцать пе́рв ый**		**апре́л ь**	**+ я**
	Irina		*will go to the temple*		*twenty first (21st)*		*(of) April.*	*(gen)*
	Джо́зеф Смит		**стал чле́ном Це́ркви**		**два́дцать шест о́й**		**октя́бр ь***	
	Joseph Smith		*became a member of the Church*		*twenty sixth (26th)*		*(of) October.*	
(Како́го числа́...?)			**крести́лся**					
(On which date…?)			*was baptized*					
(В како́м году́...?)			**роди́лся**	**в**	**ты́сяча во́семьсо́т двадца́т ый**	**+ ом**	**году́.**	
(In which year…?)			*was born*	*in*	*the one thousand eight hundred twentieth (1820th)*	*(prep)*	*year.*	
			встре́тился с нами		**две ты́сячи деся́т ый**			
			met with us		*the two thousand tenth (2010th)*			
			узна́л о Церкви					
			found out about the Church					

**Note: The accent shifts to end for months September through February*

Татья́на пришла́ на собра́ния пя́того апре́ля?
Did Tatyana come to church meetings on the 5th of April?
Да, Татья́на пришла́ на собра́ние пя́того апре́ля.
Yes, Tatyana came to the church meeting on the 5th of April.
Нет, Татья́на не пришла́ на собра́ние пя́того апре́ля.
No, Tatyana did not come to the church meeting on the 5th of April.

В како́м году́ Серге́й бро́сил кури́ть?
In which year did Sergei quit smoking?
Серге́й бро́сил кури́ть в две ты́сячи деся́том году́.
Sergei quit smoking in 2010.

Function: Asking and answering questions of time, date, and location
Context: Discussing the Progress of Investigators

Scenario

Preparing for Baptism: You are meeting with a progressing investigator, Vitya, who is accepting the message well. He's attending church and is reading and praying daily and keeping all of his commitments. You and your companion have decided to extend an invitation to him to be baptized two weeks from this Saturday. You also want to set up a time for him to be interviewed by your district leader.

1. Practice: You will work in groups of 2-3 missionaries according to the following roles:

Missionaries A (&B): You will play the role of the missionaries.

- Express gratitude for the opportunity that you have had to share the message of the Restoration with Vitya.
- Invite Vitya to be baptized in two weeks from Saturday and promise him blessings for doing so.
- Set up a date for Vitya to meet with your district leader and explain briefly what the interview will entail.

Missionary C: You will play the role of the investigator, Vitya.

- Answer the missionaries' questions and express feelings as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

A New Area: You and your companion just found out that you will both be transferred out of your current area within the next few days. You've kept your records up to date, but you want to leave a note to help the new elders know about the progress of your investigators that are preparing for baptism or recently baptized.

1. Practice: With your companion, write a brief note describing the progress of the following investigators and express your excitement that they'll be working in your area:

- Andrei – Has a baptismal date on Saturday, two weeks from now. He quit smoking two weeks ago today.
- Chang – Here from China studying music. He's to be baptized on the 2nd of next month.
- Sergei – Was baptized on the 27th of last month. He's supposed to receive the priesthood this Sunday.

Multidirectional vs. Unidirectional Verbs of Motion

- While in English we have one verb 'to go', in Russian there are a number of verbs meaning 'to go'.
- Each verb implies a different "way" of going. (For example, "to go by foot", "to go by vehicle", "to go by flying", etc.)
- Each "way" of going has a unique pair of verbs, one multidirectional and one unidirectional, both of which are imperfective.

Use multidirectional verbs of motion to imply:

- No specified direction – general motion or aimless.
- Motion "there and back" – going from point A to point B and then back to A.
- Habitual motion – going somewhere regularly.

Use unidirectional verbs of motion to imply:

- Motion with a specific destination – going from point A to point B.
- Going only one direction, a one-way trip – a return trip is either not implied or not important.

Prefixed Verbs of Motion

- A prefix adds specific directional meaning to verbs of motion; e.g. 'to go' can become more specifically 'to arrive' or 'to go around'.
- With that added directional meaning, the verbs lose their multi- or uni- aspect and become simply imperfective and perfective verbs.
- With few exceptions, adding a prefix to a multi- verb makes an imperfective verb.
- Prefixes added to uni- verbs result in a perfective verb. (See chart 3b)

Identify whether a multidirectional or unidirectional verb would be used for the underlined motion verb and explain why.

1. She goes to school every day.
2. He ran to school.
3. Birds are flying above the forest.
4. The mailman carries mail.
5. The mailman is carrying mail to the MTC.
6. Let's go pick up the mail.
7. She began to swim last year.
8. I'm taking my books to class today.
9. I need to take my companion home.
10. I always take my books to class.
11. Ivan often rides to Moscow.
12. They are driving to church.
13. I went to France this summer.
14. She runs to school twice a day.
15. We love to go to camp.
16. While I was walking, I saw Andrei.
17. They went twice already.
18. Every day we walk down the street.
19. I'm going to the guest lecture Friday.
20. I don't know how to swim.
21. We're always happy when we're driving.
22. We didn't go anywhere yesterday.
23. Where are you going?
24. How do I get to Red Square?
25. We walked around town.
26. Tomorrow we're flying to Moscow.
27. I love to climb mountains.
28. You're driving very fast!
29. This summer we're going to the country.
30. Yesterday, she took her son to the park.

Verbs of Motion

	По воскресе́ньям	**я**				**хожу́**		**в це́рковь.**
	On Sundays	*I*				*go*		*to church.*
Да,	**По воскре́сеньям**	**я**	**мы**	**(не)**		ходи́ть$_{INF}$-*To go by foot*		**к слу́шателям.**
Yes,	*On Sundays*	*I*	*we*	*(do not)*	*Multidirectional Imperfective*	**хожу́**	**хо́дим**	*to investigators.*
Нет,	**Ча́сто**	**ты**	**вы**			**хо́дишь**	**хо́дите**	**к чле́нам це́ркви.**
No,	*Often*	*you*	*you (all)*			**хо́дит**	**хо́дят**	*to members (of the) church.*
	Обы́чно	**он/она́**	**они́**					**в це́рковь.**
	Usually	*he / she*	*they*					*to church.*
	Ка́ждый день	**миссионе́ры**						**в храм.**
	Every day	*missionaries*						*to the temple.*
	Сейча́с	**слу́шатель**				идти́$_{INF}$-*To go by foot*		**в прихо́д.**
	Right now	*investigator*			*Unidirectional Imperfective*	**иду́**	**идём**	*to the branch.*
		ру́сские лю́ди				**идёшь**	**идёте**	**на собра́ния.**
		Russian people				**идёт**	**иду́т**	*to meetings.*
								на уро́ки.
	В э́то воскресе́нье	**кто...?**				пойти́$_{INF}$-*To go by foot*		*to lessons.*
	This Sunday	*who…?*			*Unidirectional Perfective*	**пойду́**	**пойдём**	**куда́?**
	Ско́ро					**пойдёшь**	**пойдёте**	*to where?*
	Soon,					**пойдёт**	**пойду́т**	**туда́.**
								to there.
								сюда́.
								to here.

?

Note: “To” is translated as "к" for people, "в" mostly for buildings, and "на" for events. There are many exceptions that must be memorized.

По воскресе́ньям вы хо́дите в це́рковь?
Do you go to church on Sundays?
Да, по воскресе́ньям я хожу́ в це́рковь.
Yes, on Sundays I go to Church.
Нет, по воскресе́ньям я не хожу́ в це́рковь.
No, on Sundays I don’t go to Church.

Сейча́с вы куда́ идёте?
Right now, where are you going?
Сейча́с я иду́ к слу́шателям.
Right now, I am going to investigators.

Function: Asking about and describing actions and event
Context: Talking about Activity in the Church

Scenario

A Typical Day: Your investigator, Vyacheslav, the head of the Torosyan family, has been interested in knowing a little bit more about what missionaries actually do. After finishing a lesson about the Restoration, you wanted to briefly describe what it is that missionaries do.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Explain where missionaries go and what they do during a typical day.
- Find out what Vyacheslav thinks about the things that you spend your time doing.
- Teach of the importance of missionary work and explain your feelings about missionary work.

Missionary B: You will play the role of the investigator, Vyacheslav.

- As appropriate, ask questions and give feedback to the missionaries.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

The Commandments: During a lesson on obedience with the Alyeksyeyev family, you decided to talk about the sacrifices that you are making as a missionary in order to teach about the importance of sacrifice and obedience and to testify about the blessings that you receive by serving.

- To introduce the topic, take a moment to explain what you do and where you go each day as a missionary. Contrast this with a typical young man or woman your age. Read with them D&C 130:20-21 and teach how God blesses us when we obey. Share the blessings that you and your family have seen as you have kept the laws of God. Teach about the principle of obedience and invite the Alyeksyeyev family to obey God's commandments as you will teach them to them.

Prefixed Verbs of Motion

Мы		**хоти́м**	**зайти́**		**к**	**вам**	**сего́дня.**	?
We		*want*	*to stop by (on foot)*		*to*	*you*	*today.*	
Мы	**(не)**	**хоти́м**	**за -**	**- йти́***	**к**	**вам**	**сего́дня.**	
We	*(not)*	*want*	*(stop by)*	*to go by foot*	*to (+ dat.)*	*you*	*today.*	
		мо́жем	**при -**	**- е́хать**		**нему́**	**за́втра.**	
		want	*(come)*	*to go by vehicle*		*him*	*tomorrow.*	
Вы		**хоти́те**	**по -**			**Ива́новым**	**послеза́втра.**	
You		*want*	*(go)*			*the Ivanovs*	*the day after tomorrow.*	
		мо́жете	**у -**			**Са́ше**	**на сле́дующей неде́ле.**	
		want	*(leave)*			*Sasha*	*next week.*	
		Мо́жно (?)			**в**	**прихо́д**	**че́рез неде́лю.**	
		Is it possible… (?)			*to (+ acc.)*	*the branch/church*	*in a week.*	
Ла́дно,	**Мы**		**за -**	*go by foot*		**парк**	**во вто́рник.**	
Okay,	*We*		*(stop by)*	**- йду́ | - йдём**		*park*	*on Tuesday.*	
Договори́лись!	**Вы**		**при** -	**- йдёшь | - йдёте**		**го́род**	**в пя́тницу.**	
Agreed!	*You*		*(come)*	**- йдёт | - йду́т**		*city*	*on Friday.*	
			по -			**село́**	**в два часа́ дня.**	
			(go)	*go by vehicle*		*country/village*	*at two o'clock in the afternoon.*	
			у -	**- е́ду | - е́дем**			**в де́сять часо́в.**	
			(leave)	**- е́дешь | - е́дете**			*at ten o'clock.*	
				- е́дет | - е́дут	**на**	**собра́ние**		
					to (+ acc.)	*meeting*		
						рабо́ту		
						work		

Да,
Yes,
Нет,
No,
(Во ско́лько...?)
(At what time…?)
(Почему́...?)
(Why…?)

Note: All of the verbs used on this page are perfective. The imperfective versions of these verbs can be created by putting the same prefixes on the multidirectional versions of these verbs.

** When a prefix is added to the verb* **идти́**, *it becomes* **–йти** *as shown.*
*** When you conjugate the infinitive verb* **прийти́**, *the* **й** *drops out. (i.e.* **приду́**, **придём**). *Other verbs of motion have these stem changes. See chart 3b. III herein.*

Вы мо́жете прийти́ в прихо́д за́втра?
Can you come to the church tomorrow?
Да, мы мо́жем прийти́ в прихо́д за́втра.
Yes, we can come to the church tomorrow.
Нет, мы не мо́жем прийти́ в прихо́д за́втра.
No, we can't come to the church tomorrow.

Во ско́лько мо́жно зайти́ к вам?
At what time is it possible to stop by?
Вы мо́жете зайти́ к нам в два часа́ дня.
You can stop by at two o'clock in the afternoon.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Setting up a Meeting

Scenario

Meeting with a New Investigator: You've just contacted a man on the street by the name of Foma who is quite interested in meeting to learn more about the Church and particularly about the Book of Mormon.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Suggest a time to Foma when you would like to stop by.
- Ask him for his address and phone number.
- Testify of the importance of the message of the Restoration and assure him that he will be blessed for choosing to learn more about the message.

Missionary B: You will play the role of the potential investigator, Foma.

- Respond naturally to the questions of the missionaries.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Before Going Out: You and your companion check back over your daily plans each day before leaving the apartment to double-check them and make changes as necessary and so that you don't forget anything.

1. Practice: Read over the following plans with your companion, double-checking where you'll be going and when. Check if there are any changes that you need to make in your plans up to dinner:

- 11:00 leave to go to a lesson with Ivan
- 12:00 lesson with Sasha at the church
- 12:45 lunch: Ivanov family (leave by 1:30-referrals!)
- 1:45 contact in the park
- 3:00 leave for the village
- 3:15 lesson with Vasya and Irina in the village (referrals)
- 3:45 go to their neighbors for follow up (Vitya)
- 4:00 leave the village to go back in town
- 4:15 lesson: branch president with his family (referrals!)
- 4:45 Head back apartment: dinner!

Comparative Degree

Да,
Yes,
Нет,
No,
Сейча́с
Now
Тепе́рь
Now (as opposed to earlier, comparative adverb)

Ива́н *Ivan*		**бо́лее** *more*	**уве́ренный,** *confident,*		**чем** *than*	**ра́ньше.** *earlier.*
Ива́н *Ivan*	**(не)** *(not)*	**бо́лее** *more*	**уве́ренный (ая),** *confident*	→	**чем** *than*	**ра́ньше.** *earlier.*
Ири́на *Irina*		**ме́нее** *less*	**трудолюби́вый,** *hard-working*			**ме́сяц наза́д.** *a month ago.*
(ва́ша) сестра́ *(your) sister*			**послу́шный,** *obedient*			**до знако́мства с миссионе́рами** *before meeting the missionaries.*
(его́) брат *(his) brother*			**благода́рный,** *grateful*			**до того́, как он(а́) крести́лся (лась)** *before that, how (s)he was baptized.*
(её) мать *(her) mother*			**подгото́вленный** *prepared*			**в про́шлом.** *in the past.*
(их) оте́ц *(their) father*		**до́бр ый** *kind*	**+ е́е** *more*			**други́е слу́шатели.** *other investigators.*
(наш) слу́шатель *(our) investigator*		**си́льн ый** *powerful*			**(+ gen)** *(than)*	**Са́ши.** *Sasha.*
		мо́лится ча́ще* *prays more often*				**Андре́я.** *Andrei.*
		хо́чет обща́ться бо́льше* *wants to talk/interact more*				**своего́ супру́га.** *one's own spouse.*
		спо́рит ме́ньше* *argues less*				

Note: These comparative forms can be used both as adjectives and adverbs, i.e. they may come before another adjective or a verb.

Ири́на бо́лее уве́ренная, чем ра́ньше?
Is Irina more confident than earlier?
Да, Ири́на бо́лее уве́ренная, чем ра́ньше.
Yes, Irina's more confident earlier.
Нет, Ири́на не бо́лее уве́ренная, чем ра́ньше.
No, Irina is not more confident than earlier.

Ива́н мо́лится ча́ще Андре́я?
Does Ivan pray more often than Andrei?
Да, он мо́лится ча́ще Андре́я.
Yes, Ivan prays more often than Andrei.
Нет, он не мо́лится ча́ще Андре́я.
No, Ivan doesn't pray more often than Andrei.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking about Investigator Progress

Scenario

Former Investigators: You're meeting with a member, Gennady, who has been actively involved in missionary work. He mentioned at Church that a friend of his, Sergey, who met with missionaries quite some time ago, has expressed interest as of late in learning more about the Church.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Ask Gennady questions to try and understand the progress of his friend Sergey. You may ask things about how he feels toward the Church, how much he is reading in the scriptures, etc. to try and get a sense of how you can start working with Sergey.

Missionary B: You will play the role of the member, Gennady.

- Answer the missionaries questions as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Missionary Coordination Meeting: You are meeting today with your ward mission leader, Oleg, to discuss the progress of a number of new investigators. Once you have decided on who needs the most support, Oleg would like to try and get more members to be present on lessons with those investigators.

1. Discuss the progress of the following investigators and discuss who is most in need of support from the ward:
    - Lena: She has been reading a lot more as of late in the Book of Mormon and has been attending Church more often. However she sometimes likes to argue on lessons.
    - Kiril: He's stopped smoking and drinking, but has a hard time with it. He's praying less recently.
    - Misha: He seems to be praying much more sincerely and seems close to receiving an answer to his prayer. He's doing all that the missionaries ask.

Indefinite Pronouns

	Е́сть *Is there*	**кто-нибу́дь** *anyone*		**у вас в семье́,** *in your family*	**кому́ нужно́ Ева́нгелие?** *who needs the gospel?* ?
Да, *Yes,*	**Е́сть** *There is*	**кто** *(who)*	**-нибу́дь** *anyone* (question)*	**у вас в семье́,** *in your family*	**кому́ нужно́ Ева́нгелие.** *who needs the gospel.*
	Вы зна́ете *You know*	**кого́** *(who)*		**из ва́ших сосе́дей,** *among your neighbours*	**кому́ нужна́ эта Це́рковь.** *who needs this Church.*
	Я зна́ю *I know*		**-то** *someone* (answer)*	**из ва́ших знако́мых,** *from your acquaintances*	**кому́ нужно́ это посла́ние.** *who needs this message.*
	Вы мо́жете поду́мать *You can think*	**о ко́м-то** *about (whom)*		**из мои́х знако́мых,** *from my acquaintances*	**кто хо́чет узна́ть бо́льше о…** *who wants to find out more about…*
	Я могу́ поду́мать *I can think*			**с кем вы рабо́таете,** *with whom you work*	**кто и́щет и́стину.** *who is searching for truth.*
Нет, *No,*	**Нет** *There is not*	**никого́** *no one*		**с кем я рабо́таю,** *with whom I work*	**кто ве́рит во Христа́.** *who believes in Christ.*
					кто бы заинтересова́лся (+INST**).** *who would be interested (by what).*
					у кого́ кре́пкая семья́. *who has a strong family.*
					у кого́ неда́вно роди́лся ребёнок. *who recently had a child.*

**Кто plus -нибу́дь and -то roughly mean "anyone" and "someone" respectively; however, -нибу́дь and -то can be added to other words e.g. что or где to mean anything or anywhere respectively. See your grammar text in the future for more details.*

Вы зна́ете кого́-нибу́дь, с кем вы рабо́таете, кто и́щет и́стину?
Do you know anyone with whom you work who is searching for the truth?
Да, я зна́ю кого́-то, с кем я рабо́таю, кто и́щет и́стину.
Yes, I know someone with whom I work who is searching for the truth.
Нет, нет никого́, с кем я рабо́таю, кто и́щет и́стину.
No, there is no one with whom I work that is searching for the truth.

Function: Asking about and describing objects, people, and their characteristics
Context: Asking for Referrals

Scenario

Teach When You Find, Find When You Teach: You've just finished a lesson with a new investigator, Maksim, who you met contacting the other day. Wanting to find more people to teach about the gospel, you and you're companion have decided to ask everyone that you interact with for referrals. It's taking some creativity, but you've already been seeing results from your efforts. You've been talking with Maksim about the Restoration and he's agreed to read the Book of Mormon.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Before leaving the lesson, ask Maksim some more questions about his acquaintances to see if there is anyone that you could ask about in particular, such as a spouse or children.
- Ask Maksim which of his acquaintances would most likely take interest in some aspect of your message.

Missionary B: You will play the role of the investigator, Maksim.

- Answer the missionaries' questions as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

The Importance of Members: After finishing a meal at a dinner appointment with the Polishuk family, you and your companion have begun asking them about their acquaintances to seek referrals of people that you could teach.

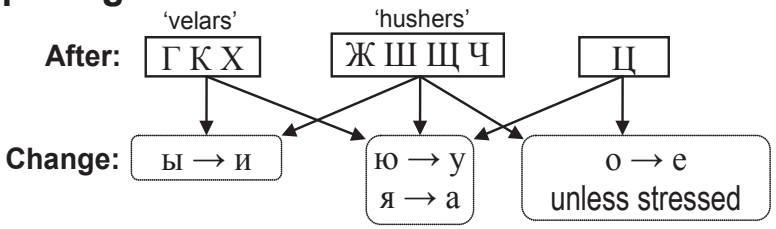
- Ask Brother Ivan Polishuk about his acquaintances and coworkers to find out whom he may know that they could help prepare to hear about the Gospel.
- Then role play with Brother Ivan about how he can help prepare these people to learn more about the Restoration. This could include inviting them to learn more about the Church by meeting with the missionaries in the Polishuk home or perhaps could include sharing materials or extending an invitation to come to a Church meeting.
- Share a Restoration pamphlet with the family and show them how it can be used. Encourage the family in their missionary efforts and thank them for what they are already doing.

1a

Cases

15-Jul-13

I. Spelling Rules



II. Hard/Soft Indicators

After hard consonants	ø	а	э[1]	о[3]	у	ы
After soft consonants	ь (й[2])	я (йа)	е (йэ)	ё[3] (йо)	ю (йу)	и

[1] **э** is generally only the 1st letter of a word, never in endings. (use 'e')
[2] **й** is a consonant. If you drop the vowel from ~ие or ~ия, it leaves ий.
[3] **о / ё –** Unstressed ё is identical to 'e' ("incognito ё"). Therefore, an unstressed ~o ending after a soft consonant is spelled ~e.

III. The 6 Cases

(To know the gender of many ~ь nouns: **M** - ~тель, ~арь, male persons; **F** - ~ость, (husher)ь, female persons)

Case Who/What			That / Those	All / The whole	This / These	**м~**-my, **св~**[5] **тв~**-your(ты)	**на́ш~**-our, **ва́ш~**-your(вы)	Adjectives (follow charts I & II above)	Nouns (follow charts I & II above)	Pronouns	
Nom	кто / что	M	**тот**	**весь**	**э́тот**	**~о́й**	**ø**	**~ый/~о́й**	**ø** (ь / й) (no vowel)	**я**	**мы**
		N	**то**[1]	**всё**[2]	**э́то**[4]	**~оё**	**~е**	**~ое**	**~о** (ё / е)	**ты**	**вы**
		F	**та**	**вся**	**э́та**	**~оя́**	**~а**	**~ая**	**~а** (я) / **~ь**	**он/оно́**	**они́**
		Pl	**те**	**все**[3]	**э́ти**	**~ои́**	**~и**	**~ые**	M/F:**~ы**[6] (и) N:**~а** (я)	**она́**	---
Acc	кого́ / что	M	(animate = people/animals/insects)		**Inanimate:** copy nominative ⇧			**Animate:** copy genitive ⇩		copy genitive ⇩	
		N	copy nominative ⇧								
		F	**ту**	**всю**	**э́ту**	**~ою́**	**~у**	**~ую**	**~у** (ю) / ~ь: **~ь**		
		Pl	(animate = people/animals/insects)		**Inanimate:** copy nominative ⇧			**Animate:** copy genitive ⇩			
Gen	кого́ / чего́	M/N	**того́**[1]	**всего́**[2]	**э́того**[4]	**~оего́**	**~его**	**~ого**	**~а** (я)	**меня́**	**нас**
		F	**той**	**всей**	**э́той**	**~оёй**	**~ей**	**~ой**	**~ы** (и)	**тебя́**	**вас**
		Pl	**тех**	**всех**[3]	**э́тих**	**~оих́**	**~их**	**~ых**	cons:**+ов** (ёв/ев) (husher:**+ей**) vowel:**drop** (ия/ие: **ий**) ~ь:**ей**	**(н)его́**[7] **(н)её**[7]	**(н)их**[7] **себя́**[8]
Prep	ком / чём	M/N	**том**[1]	**всём**[2]	**э́том**[4]	**~оём**	**~ем**	**~ом**	**~е** / ~ий/~ие: **~ии**	**мне́** **тебе́**	**нас** **вас**
		F	**той**	**всей**	**э́той**	**~оёй**	**~ей**	**~ой**	**~е** / ~ия: **~ии** / ~ь: **~и**	**нём**[7] **ней**[7]	**них**[7] **себе́**[8]
		Pl	**тех**	**всех**[3]	**э́тих**	**~оих́**	**~их**	**~ых**	**~ах** (ях)		
Dat	кому́ / чему́	M/N	**тому́**[1]	**всему́**[2]	**э́тому**[4]	**~оему́**	**~ему**	**~ому**	**~у** (ю)	**мне** **тебе́**	**нам** **вам**
		F	**той**	**всей**	**э́той**	**~оёй**	**~ей**	**~ой**	**~е** / ~ия: **~ии** / ~ь: **~и**	**(н)ему́**[7] **(н)ей**[7]	**(н)им**[7] **себе́**[8]
		Pl	**тем**	**всем**[3]	**э́тим**	**~оим́**	**~им**	**~ым**	**~ам** (ям)		
Inst	кем / чем	M/N	**тем**[1]	**всем**[2]	**э́тим**[4]	**~оим́**	**~им**	**~ым**	**~ом** (ём / ем)	**мной** **тобо́й**	**на́ми** **ва́ми**
		F	**той**	**всей**	**э́той**	**~оёй**	**~ей**	**~ой**	**~ой** (ёй / ей) / ~ь: **~ью**	**(н)им**[7] **(н)ей**[7]	**(н)и́ми**[7] **собо́й**[8]
		Pl	**те́ми**	**все́ми**[3]	**э́тими**	**~оим́и**	**~ими**	**~ыми**	**~ами** (ями)		

[1] **то -** *that*
[2] **всё-** *everything*
[3] **все-** *everyone*
[4] **э́то -** *this/that/it*
[5] **его́-***his/its* **её-***her* **их-***their* (these never change), but if he/it/she/they is the subject, use **свой**-*one's own*.
[6] Some masculine nouns take the plural ending ~á instead of ~ы.
[7] (н)=Obj of Preposition(5a.I)
[8] себя = "oneself"

1b

Case Usage

15-Jul-13

I. Nominative Case – кто/что (имени́тельный падеж)

a. Dictionary form of nouns and adjectives
b. ★Subject of the sentence (subject = who/what is doing the verb?)
c. Subject complement (it follows a form of "to be", e.g. I am a *teacher*, They are *students*.)
d. Used to call someone's name to get their attention (this is called "vocative case")
   - Some nouns have a vocative case: бог*(бо́же)*, госпо́дь*(го́споди)*, оте́ц*(о́тче(in prayer/scripture only))*. Names in ~a can lose the ~a: мам, Саш, Коль, Вань, Кать.

II. Accusative Case – кого́/что (вини́тельный падеж)

a. ★Direct Object of most verbs (I saw him; We told you that; She read the article)
b. Duration/Frequency (We read [for two years]/[every week]=Мы чита́ли [*два* го́да]/[*ка́ждую неде́лю*])
c. Distance covered (They drove for five miles = Они прое́хали *пять* миль)
d. 10 prepositions (The hallmark of most of these is motion/change/passage): **в**(*into*), **на**(*onto*), **за**(*for*), **че́рез**(*across/through/over*), **под**(*under*), **про**(*about*), **по**(*up to [certain point in space/time inclusive]*), **с**(*approximately*), **о(б)**(*against* or *in contact with*) and **сквозь**(*through, especially when difficult*)

III. Genitive Case – кого́/чего́ (роди́тельный падеж)

a. ★"of" (This is also how Russians say "*'s*", e.g. John's car = car *of* John)
b. After the following words expressing quantity: ма́ло – little/few, мно́го – many/much/a lot of, немно́го – not many/not much/a few/a little, не́сколько – a few/some/several (note the stress), ско́лько? – how many/how much?, сто́лько – that many/that much/so many/so much
c. After cardinal numbers (see 10a.V)
d. ★Lack or absence (usually with не́ было/нет/не бу́дет or with verbs negated with не)
e. The masculine and plural accusative animate endings use genitive endings (1a.III.Acc)
f. Renders the word *than* after short-form comparative adjectives(4a.I): лучше его *(better than him)*
g. Indicating *on* a certain date, e.g. *on* the fourth of July = четвёрт*ого* июля
h. Many verbs require genitive, including verbs of fearing/achievement/expectation/absence
i. > 40 prepositions: **без**(*without*), **вместо**(*instead of*), **вне**(*outside*), **возле**(*by/near*), **вокруг**(*[a]round*), **для**(*for*), **до**(*before*), **из**(*[out] from*), **из-за**(*because of*), **кро́ме**(*except*), **мимо**(*past*), **напротив**(*opposite*), **насчёт**(*regarding*), **о́коло**(*around*), **от**(*[away] from*), **помимо**(besides), **по́сле**(*after*), **про́тив**(*against*), **ради**(*for sake of*), **с**(*[down] from*), **среди**(*among*), **у**(*at*), etc.

IV. Prepositional Case – ком/чём (предло́жный падеж)

a. 5 prepositions: **на**-*on/at*, **в**-*in/at*, **о(б)**-*about*, **при**-*in presence of/at time of,* **по**-*upon/after*

V. Dative Case – кому́/чему́ (да́тельный падеж)

a. ★"to", e.g. Indirect Object (e.g. I gave him one. She told me a story. We bought them a present.)
b. Expressing age (I am five → *мне* пять (to me is five); I was/will be five → *мне* бы́ло/бу́дет пять)
c. Impersonal expressions (English subject → dative; Ex: I like cows → to me are liked cows)
   - Adjectives (хорошо, плохо, холодно, жарко, etc.) Ex: I'm hot → *мне* жа́рко
   - Verbs (нра́виться/по, хоте́ться/за, каза́ться/по, спа́ться, etc.)Ex:I can't sleep→ мне не спи́тся
   - Other (нельзя́, мо́жно, пора́, жаль, etc.) Ex: We can't drink beer → нам нельзя́ пить пи́во
d. Used with не́чего, не́кого, не́где, etc. (There is nothing for us to eat = *нам* не́чего есть) (see 7b.I)
e. Many verbs require dative, including help/serve/allow/harm/betray/prohibit, advise/follow/sympathize.
f. 7 prepositions: **по**(*according to*), **к**(*toward*), **согла́сно**(*according to*), **подо́бно**(*similar to, like*), **благодаря́**(*thanks to*), **вопреки́**(*despite*), **навстре́чу**(*toward, to meet*)

VI. Instrumental Case – кем/чем (твори́тельный падеж)

a. ★"by"(a person, e.g. written *by* him) or "with"(a tool, e.g. written *with* a pen)
b. Indicating *in* a season or *in* a part of the day (in the summer = ле́том; in the morning = у́тром)
c. Some adjectives require instrumental, e.g. (не)дово́льный, за́нятый, бога́тый, оби́льный, etc.
d. Many verbs, e.g. control, being/becoming, moving body parts, roles("as"), and passive verbs
   - Verb complements: he made us clean; we call them prophets; they considered him a fool.
e. 6 prepositions: **с**(*with*), **над**(*above*), **под**(*under*), **пе́ред**(*in front of*), **ме́жду**(*between*), **за**(*behind*)
f. Feminine endings can change ~ой/ей to ~ою/ею (especially poetry/lyrics/literature): новою книгою.

2a Verbs

10-Jun-09

I. Past Tense (Stress patterns: 6a.III) (Exceptions: 3a.I)

	Most verbs	~сти́ or ~сть with P/F stem ~д or ~т	~зти́, ~зть, or ~сти́	~чь (see 2a.V)	some ~́нуть, not end-stressed	~ереть
Past Stem	**Drop ~ть**	Drop ~сти́/~сть	Use P/F stem from 2a.II	Drop ~чь Add г/к	Drop ~нуть	Drop ~еть
M	**л**	(е→ё*) л	(е→ё*) ø	(е→ё) ø	ø	ø
N	**ло**	ло	ло́	ло́	~́ло	ло
F	**ла**	ла	ла́	ла́	~́ла	ла
Pl	**ли**	ли	ли́	ли́	~́ли	ли
Ex:	читать, сказать, служить	вести, класть, красть, мести, обрести, прочесть * - no ё with есть or сесть	грызть, лезть, везти, ползти, грести, нести, трясти, пасти, скрести	see 2a.V	roots: бег, верг, вык, ник, стиг, тих, чез	умереть запереть стереть

II. Present(Imp)/Future(Pf) Tense (Exceptions: 2a.III, 3a.II & 3b.I) (Stress patterns: 6a.IV)

	P/F Stem[1]		Notes/examples
1st 1	**~ать**	**а~**	1000's: чита́ть, слу́шать, получа́ть
	(~я́ть)	(я́~)	объясня́ть, теря́ть, меня́ть
	~еть	**е~**	име́ть, боле́ть, черне́ть, худе́ть
	~овать	**у~**	чу́вствовать, организова́ть, жева́ть[sp]
	(~евать)	(ю~)	воева́ть, плева́ть, дneва́ть, горева́ть
	~ава́ть	**а~́**	3 vrbs: ~дава́ть,~знава́ть,~става́ть
	~нуть	**н~**	воскре́снуть, отве́ргнуть, улыбну́ться
	~ыть	**о́~**	~мы́ть, ~кры́ть; not быть(бу́д~)
	~ере́ть	**р~́**	умере́ть, запере́ть, вы́тереть, стере́ть
	(а/е)**~ять**	**ø**	наде́яться, смея́ться, та́ять, ла́ять
	~́зть/~зти́	**з~**	4 vrbs: ~гры́зть ~ле́зть ~везти́ ~ползти́
	~́сть/~сти́	**б/д/с/т~**	(see 2a.III) Always end-stressed.(ё's)
	~чь[4]	**г(ж) / к(ч)~**	ж or ч mutation for all except я and они
	~оть[3]	**ø**	боро́ться, коло́ть, поло́ть, поро́ть
	~ать[3]	**ø**[2]→	писа́ть, сказа́ть, ре́зать, пла́кать
2nd	**~ить**[3]	**ø**[2]→	говори́ть, ходи́ть; (not ~шибиться)
	~еть[3]	**ø**[2]→	ви́деть, боле́ть, лете́ть, смотре́ть
	~ать[3]	**ø**[2]→	лежа́ть, слы́шать,держа́ть,спать, гнать
	(о)**~ять**	**ø**	2 vrbs: стоя́ть(stand),боя́ться(be afraid)

Mutation[2]

Voiced	г	ж (жд)
	д	
	з	
Unvoiced	с	ш
	х	
	ск	щ
	ст	
	т	
	т	ч
	к	
Labials (lips)	б	бл
	в	вл
	м	мл
	п	пл
	ф	фл

1st Conj Endings	
~ю/ ~у**	**~ем** (ём*)
~ешь (ёшь*)	**~ете** (ёте*)
~ет (ёт*)	**~ют/~ут****

* **ё**'s when endings are stressed.
** **-у/-ут** after all consonants except л. (use ю/ют with боро́ться and поро́ть)

2nd Conj Endings	
~ю*	**~им**
~ишь	**~ите**
~ит	**~ят***

***-у/-ат** (Spelling Rules: 1a.I).

Shifting Stress (×)[3]	
(infinitive) - stem-**е́нд**	
stem-**е́нд**	**сте́м**-end
сте́м-end	**сте́м**-end
сте́м-end	**сте́м**-end

1) Despite these patterns, many 1st conj. verbs' P/F stems must be memorized (see 2a.III). "Memorized" stems do not mutate.
2) These verbs' stems mutate before adding the endings (letters not listed under Mutations do not mutate). For 1st conj verbs, the stem mutates for all forms (including commands and verbal adverbs). 2nd conj verbs mutate only in the я conjugation (я прошу́, ты про́сишь).
3) In these categories, verbs with end-stressed infinitives might have shifting stress. See 6a.IV for more information.
4) Г(Ж) - бере́чь, жечь(жг~), лечь(ля́г~), мочь, помочь, пренебре́чь, стере́чь, стричь, лгать, бежа́ть (Ex: жечь > жгу, жжёшь, . . . , жгут)
К(Ч) - влечь, волóчь, печь, речь, сечь, течь (Ex: печь > пеку́, печёшь, печёт, печём, печёте, пеку́т)

III. Common 'Memorized' P/F Stems (all 1st conj)* (compare 2a.II) (see also 3b.I)

(5 special)~ить	~ь~́	бить*(hit)*, вить*(twist)*, лить*(pour)*, пить*(drink)*, шить*(sew)*	
(prefix ending in о/а)~нять	(prefix)йм~́	занять*(occupy)*, нанять*(hire)*, понять*(understand)*	
(prefix)~нять	(prefix)ним~́	принять*(прим~)*, обнять*(embrace)*, отнять(take away), поднять*(raise)*, снять*(take down)*	
(prefix)~честь	чт~́	перечесть*(reread/recount)*, предпочесть*(prefer)*, прочесть*(read)*, счесть[сочт~]*(count/think)*, расчесть*(calculate/estimate)*, учесть*(take into account)*	
блюсти́[блюд~]*(observe)*	жать[жн~]*(reap)*	мести́[мет~́]*(sweep)*	скрести́[скреб~]*(scrape)*
брать[бер~́]*(take)*	жать[жм~]*(press/squeeze)*	мять[мн~]*(crumple)*	**слать**[шл~]*(send)*
брить[бре́~]*(shave)*	**ждать**[жд~́]*(wait)*	**нача́ть**[начн~́]*(begin)*	**спасти́**[спас~́]*(save)*
быть[бу́д~]*(be)*	**жить**[жив~́]*(live)*	**ошиби́ться**[ошиб~́](make mistake)	соса́ть[сос~́]*(suck)*
взять[возьм~́]*(take)*	**звать**[зов~́]*(call)*	**петь**[по~́]*(sing)*	сочéсть[сочт~́]*(reckon)*
врать[вр~́]*(lie)*	изобрести́[~брет~́]*(invent)*	плести́[плет~́]*(braid)*	**стать**[ста́н~]*(become)*
грести́[греб~́]*(row)*	**класть**[клад~́]*(put)*	приобрести́[~брет~́]*(acquire)*	ткать[тк~́]*(weave)*
деть[де́н~]*(put on)*	клясть[клян~́]*(curse)*	**расти́**[раст~́]*(grow)*	трясти́[тряс~́]*(shake)*
драться[дер~́]*(fight)*	**красть**[крад~́]*(steal)*	рвать[рв~́]*(tear)*	**упа́сть**[упад~́]*(fall)*
дуть[ду́~]*(blow)*	**лечь**[ляг(ляж)~]*(lie down)*	**сесть**[ся́д~́]*(sit down)*	цвести́[цвет~́]*(flourish)*

2b

Verbs

10-Jun-09

I. Subjunctive Mood* (hypothetical, not reality): = past tense + бы

Plain (бы usually after verb or subject)	*я (про)читал бы* I would read / be reading / have been reading / have read
Conditional Mood (если бы . . .)	*если бы я (про)читал* If I had been reading / were reading / had read

* 'would' is not always translated as subjunctive: he said he would come(fut); we would always say(imp past)

II. "Reflexive" Verbs (~ся)

	After Consonants	After Vowels
Most forms	**~ся**	**~сь**
Verbal Adverbs	~шись	~сь
Participles	~ся	~ся

With very few exceptions, the ~ся ending means that a verb is intransitive (cannot have a direct object), e.g. to return (go back vs give back). In addition, some verbs change in one of these ways:
1) Truly reflexive: subject acts on itself(e.g. he dressed; we hugged).
2) Passive: subject is acted upon (e.g. The book is read by us).
3) Characteristic action (e.g. that dog bites; most cats scratch).

III. Imperative Mood (Command Form) (P/F Stem: 2a.II) (exceptions: 3a.III)

= Pres/Fut stem* + й/ь/и and usually + те (for plural/respect)

If the P/F stem ends in . . .	Infinitive	P/F Stem	Imperative/Command Form	
. . . 1 consonant			ты Form	вы Form (+те)
- End/shifting-stressed	учи́ть	**уч~ + и́**	учи́	учи́те
- Stem-stressed	отве́тить	**отве́т~ + ь**	отве́ть	отве́тьте
. . . 2 consonants	по́мнить	**по́мн~ + и**	по́мни	по́мните
. . . a vowel	чита́ть	**чита́~ + й**	чита́й	чита́йте

*** Imperative Stems:** See 2a.II.footnote2 (mutations). **~чь:** use г/к, e.g. печь has пеки́, not печи́.
~ава́ть: use ~ава́~, e.g. дава́ть has дава́й, not дай.

IV. Verbal Adverbs (P/F Stem: 2a.II) (reflexive endings: 2b.II) (exceptions: 3a.IV)

	Present (Imperfective) "(by/when/while) __ing" = Pres/Fut stem[1] + я	**Past** (Perfective) "Having __ed" = он past tense, then . . . drop ~л; add ~в	If there is no л, add ~ши
Plain	чита́я	прочита́в	(испе́чь) → испёкши
Reflexive	моля́сь	помоли́вшись	(обже́чься) → обжёгшись

[1] **Stem mutations:** See 2a.II.footnote2. **~ава́ть:** use ~ава́~, e.g. дава́ть has дава́я. **~чь, ~нуть, ~за́ть/са́ть(w/ stem mutation) and verbs w/o vowel in P/F stem**(бить) can't form present verbal adv's.

V. Participles (Verbal Adjectives: который+verb) (reflexive endings: 2b.II)

	Present (Imperfective only)	**Past**
Active	**"which __(s)"** or **"(a/the) __ing"** 1) они conj.; drop ~т 2) add ~щий Ex: ве́рующий, сле́дующий, трудя́щийся	**"which __ed"** 1) Make past verbal adv (2b.IV, impf verbs are okay too) 2) ~в → ~вший; ~ши → ~ший (rare exceptions on 3a.IV) Ex: бы́вший, неуда́вшийся, у́мерший
Passive (transitive verbs only)	**"(which is/are) __ed"** or sometimes **"__able"** 1) мы conj. (but ~ава́ть → ~ава́ем) 2) add ~ый Ex: люби́мый, незабыва́емый, уважа́емый	**"which was __ed"** or **"(a/the) __ed"** Formed in 3 different ways (see below ⬀) (Usually only perfective verbs) Ex: уби́тый, оде́тый, напи́санный, благословлённый

(↑ "transitive" means that a verb can have a direct object)

Past Passive Participle Formation ⬀

1-syllable ~ыть, ~ить and ~еть.
(and w/ prefix: бить, убить, перебить, etc.)
a few[2] ~ать[1]/~ять[1].
All verbs in ~ереть[1], ~уть[1], ~оть[1].
1) drop ~ь; add ~ый (but ~ереть→~ертый)

[1] Stress moves one syllable to the left. (for ~уть, stress cannot move to a prefix.)

~ать and ~ять (including ~овать)
1) он past; drop ~л
2) add ~нный
3) move stress left one syllable.

[2] взять, жать, занять, изъять, мять, нанять, начать, обнять, отнять, поднять, понять, принять, снять, etc. (all have P/F stem ending in ~м or ~н)

~ить, ~ти́, ~сть, ~зть and ~чь
1) я conj.; drop ~у/ю (~чь verbs mutate to ж/ч)
2) end-stress→ ~ённый*
stem/shifting stress→ ~е́нный

* In short-form, ~ённый becomes end-stressed: мы благословлены́. (6b.II)

3a

Verb Notes
10-Jun-09

I. Irregular Past Tense Verbs (compare 2a.I) (also идти́: 3b.I.footnote)

Infinitive	Past Tense
~жечь – *to burn (smthg)*	~жёг, ~жгло, ~жгла, ~жгли (fleeting vowel)
ошиби́ться – *to make a mistake (pf)* (also у~, за~, etc.)	оши́бся, оши́блось, оши́блась, оши́блись (also уши́бся, зашиби́сь, etc.)
~расти́ – *to grow*	~рос, ~росло́, ~росла́, ~росли́

II. Irregular Pres/Fut Verbs (includes derivatives of these verbs, e.g. забежа́ть, нае́сться, переда́ть, etc.)

хоте́ть / за~ - to want		**бежа́ть / по~** - to run		**есть / съ~** - to eat		**дать** (*pf*) - to give	
хочу́	хоти́м	бегу́	бежи́м	ем	еди́м	дам	дади́м
хо́чешь	хоти́те	бежи́шь	бежи́те	ешь	еди́те	дашь	дади́те
хо́чет	хотя́т	бежи́т	бегу́т	ест	едя́т	даст	даду́т
1st conj	2nd conj	~чь mut, 1 & 2		Weird	2nd	Weird	1 & 2

III. Irregular Imperatives (Command Form) (compare 2b.III)

Word(s)	~бить/~вить/~лить/~пить/~шить *hit twist pour drink sew*	~е́хать *to go (by vehicle)*	~дать *to give*	~есть *to eat*
Imperative	drop ~ить; add ~ей(те)	~езжа́й(те) (plain е́хать uses поезжа́й)	~дай(те)	~ешь(те)
Examples	бить → бей(те) убить → убе́й(те)	е́хать or пое́хать → поезжа́й(те) въе́хать → въезжа́й(те)	дай(те) переда́й(те)	ешь(те) нае́шься

* лечь *(to lie down)* has the imperative ля́г(те). (because ь cannot follow gutturals)

IV. Irregular Verbal Adverbs and Participles (compare 2b.IV-V)

Present Verbal Adverbs	**Past Verbal Adverbs:** perfective Verbs of Motion in ~ти́ = P/F stem + я
быть → бу́дучи *(being)*	
хоте́ть → жела́я *(desiring)* (хотя́ means *although*)	Ex: войти́→войдя́ *(having entered)*, принести́→принеся́ *(having brought)*
	Past Act. Participles: идти́(~йти́) & ~сти́(w/ P/F stem in ~д/~т) = masc past tense; ~ёл→~е́дший
	Ex: прийти́→прише́дший*(who came)*, ввести́→введ́ший*(which introduced)*

V. Non-directional Verb prefixes (compare 3b.III)

в~ся	care, concentration, absorption	обез/обес~	loss or deprivation
воз(о)/вос~	up again, re~	от(о)~(ся)	away/back to required limit/degree
вы~	fullest possible extent sufficient for desired result	пере~	over again (re~) across norm (over~ or out~) across/through a whole area/body whole group in sequence (1 after another)
вы~ся	to a sufficient degree		
до~	supplemental		
до~ся	intended outcome (with effort) reaches certain degree (with effort)	пере~ся	reciprocal action
за~	begin action make full/firm/secure filled/covered/closed extreme/excessive degree	по~	short duration, limited extent; beginning
		по~ыва/ива~	from time to time; every once in a while
		под(о)~	not far-reaching augments, somewhat additionally shady/underhanded/in secret
за~ся	longer than expected unusually engrossed	пре~	across to high degree (high style, abstract)
из(о)~/ис~	out (high style, abstract) (out) to a high degree exhaust a supply	пред(о)~	precedes or anticipates (fore~ or pro~)
		при~(ся)	partially, not fully carried out attach to; attach a little more to
на~	certain quantity (smtimes too much)	про~	duration/distance covered
на~ся	(more than) enough, ample	+(ся)	thorough oversight/loss
над(о)~	additionally, add on	раз(о)/рас~	uncovers/undoes (un~); intense action
недо~	insufficiency, not achieve end	с(о)~(ся)	joining/linking
о(б(о))~	makes verb of adj's, nouns, etc. thorough, covers whole surface	у~(ся)	makes verb out of adjectives removal/diminution (to full attainment)
о(б(о))~ся	mistaken action		

3b Verbs of Motion

10-Jun-09

'Verbs of Motion' is the name for 14 verbs which have 2 imperfectives and as many as 3 perfectives (compare 2a.III and 3b.II). They conjugate just like normal verbs, using 1st and 2nd conjugation. They are broken into two categories: Multidirectional and Unidirectional. If you learn the imperfectives in 3b.I, you can create the perfectives by adding only the following prefixes:
Multidirectional: с~ (means 'quick trip there and back') or по~ (means 'a little/for a while'). Not all multidirectionals can have these perfectives; see Chart I below.
Unidirectional: по~ (no change in meaning; all unidirectionals have this perfective)

I. Imperfectives for the 14 Verbs of Motion (Multidirectional and Unidirectional)

English Infinitive multi. imp. – uni. imp. (multi pf's) *Stem*	**to carry, take (by hand)** носи́ть – нести́ (с~/по~) *нес~ 1st*	**to wander, roam, amble** броди́ть – брести́ (по~) *бред~ 1st*	**to climb** ла́зить – лезть (none) *ле́з~ 1st*
to go (not by vehicle) ходи́ть – идти́* (пойти́) (с~/по~) *ид~ 1st (пойд~)*	**to lead, take (not by vehicle)** води́ть – вести́ (с~/по~) *вед~ 1st*	**to chase, drive, pursue** гоня́ть – гнать (по~) *гон~ 2nd*	**to crawl** по́лзать – ползти́ (none) *полз~ 1st*
to go (by vehicle) е́здить** – е́хать** (с~/по~) *е́д~ 1st*	**to transport, take (by vehicle)** вози́ть – везти́ (с~/по~) *вез~ 1st*	**to roll, push (w/ wheels)** ката́ть – кати́ть (по~)	**to drag, pull** таска́ть – тащи́ть (none)
to run бе́гать – бежа́ть (с~/по~) *see 3a.II*	**to fly** лета́ть – лете́ть (с~/по~) *2nd*	**to swim, sail, float** пла́вать – плыть (по~) *плыв~ 1st*	

* Past tense: идти́: шёл, шло, шла, шли. All other Verbs of Motion follow 2a.I.
** See 'Hard Sign' on 7a.V: с + е́здить = съе́здить, etc

II. Verbs of Motion Aspect & Tense (compare 2a.III; for perfectives, see notes in heading)

	Past	**Present**	**Future**
Multi ***Imp*** ходи́ть	**я ходи́л(а)** I used to go/went [3] I walked [2]	**я хожу́** I go [3] I walk [2]	**я буду ходи́ть** I will go [3] I will walk [2]
Multi ***Pf*** **(с~)** **с**ходи́ть **(по~)** **по**ходи́ть	**я сходи́л** I went [3] (quick trip there and back) **я походи́л** I walked around [2] (a little/for a while)	**с~** and **по~** are the only prefixes that form multi pf's.	**я схожу́** I will go [3] (quick trip there and back) **я похожу́** I will walk around [2] (a little/for a while)
Uni ***Imp*** идти́	**я шёл/шла (*pl* шли)** I was going [1]	**я иду́** I am going [1]	**я буду идти́** I will be going [1]
Uni ***Pf*** **(по~)** **по**йти́	**я пошёл/пошла́ (*pl* пошли́)** I went [1]	---	**я пойду́** I will go [1]

[1]one time, one direction [2]no destination(action is simply occurring) [3]multiple times/regularly with a destination or *one round trip* (Ex: last night I went to the theater).

III. Directional Prefixes (Not limited to Verbs of Motion; many other verbs use these prefixes)

These prefixes convert Verbs of Motion to normal verbs with 2 infinitives: Multi.→imperfective; Uni.→perfective.
Example: [у~*(leave)*]+[лета́ть – лете́ть - *to fly*]=улета́ть(*imp.*)/улете́ть(*pf.*) -'to fly away'

в(о) [1] – into	вы [2] – out of	из(о)/ис[4] – out (lit.)	про – by, past, through
при [3] – arrive, come	у – leave, depart	низ(о)/нис[4] – down (lit.)	вз(о)[1]/вс[4] – up
под(о)[1]–under; approach/up to	от(о) [1] – away from	до – as far as, get there	на – collision into/onto
с(о) [1] – down from; (+ся) converging	раз(о)[1]/рас[4] +ся – dispersing, scattering	за – behind/beyond or drop by/visit	об(о) [1] – around пере – across

[1] The (о) is used before идти́, e.g. **в**ходи́ть/**во**йти́ (past tense: **во**шёл)
[2] The prefix вы~ is always stressed in perfective verb forms, e.g. выходи́ть/вы́йти.
[3] When combining при~ and идти́ (прийти́), the Pres/Fut stem loses the й, i.e. (прид~ 1st)
[4] раз~ and вз~ become рас~ and вс~ before unvoiced consonants (see 7a.I)

These 8 verbs stems change when adding *directional* prefixes: пере + ездить = переезжа́ть

идти́ → ~йти́ (~йд~ 1st)	бе́гать → ~бега́ть	пла́вать → ~плыва́ть	ката́ть → ~ка́тывать
е́здить → ~езжа́ть	по́лзать → ~полза́ть	ла́зить → ~леза́ть	таска́ть → ~та́скивать

4a Adjectives

10-Jun-09

Note on short-form positive adjectives(see 4a.I below): Use the short-form only if an adjective is a predicate and one of the following is true: **1)** Subject is то / это / что / всё / другóе / однó / пéрвое. **2)** Subject is qualified by всякий / кáждый / любóй / подóбный / такóй. **3)** General statements of a philosophical nature. **4)** The adjective is followed by a complement (он равнодýшен к мýзыке; Аляска богáта нéфтью). Regardless of these four points, a number of adjectives always use short-form when they are in the predicate: виновáт, готóв, далёк, довóлен, дóлжен, достóин, намéрен, нýжен, похóж, прав, свобóден, склóнен, согласен, способен and participles (except past active participles).

I. Degree and Form

Degree:	Attributive ("Long-form") before noun	Predicative ("Short-form") alone after "am/are/is/was/were/will be/etc."
Positive (=normal) new able good	*the new book = нóвая книгá* **Endings from 1a.III.Adjectives** Matches the noun it modifies in: Case, Gender and Number(sing/pl)	*this book is new = эта книгá – новая* *everything is ready = всё готово* **Nominative endings from 1a.III.Nouns**(Masculine may require a fleeting vowel.) See 'Note on predicative positive adjectives' above. Participles in ~нный drop one of the н's.(2b.V)
Comparative newer more able better	*the newer book = бóлее нóвая книгá* **бóлее*(more)* + Long-form Positive** **мéнее*(less)* + Long-form Positive** "much/a lot" = **горáздо** or **намнóго** (used with long- or short-form)	*the book is newer = книгá новéе* **1) Drop ~ый/~óй** **2) Add ~ее** (or ~ée for 2-syllable adj.'s) also sometimes ~ей (informal or for poetry) If the stem ends in г, д, з, к, ст, т or х, then . . . **2) Mutate: г/д/з→ж ст→щ т/ к*→ч х→ш** (*sometimes, к disappears and previous letter mutates) **3) Add ~е** (This ending is never stressed) *тúхий →тúше, простóй →прóще, ýзкий →ýже* **4)** If desired: **по~**="a little" (поновéе-a little newer)
"than"=	**",чем** + nominative"	**genitive** or **",чем** + appropriate case(usually nom)"
Superlative newest most able best	*the newest book = сáмая нóвая книгá* *the book is the newest = книгá – сáмая нóвая* or *книгá новéе всех* **сáмый*(most)* + Long-form Positive** (see also 4a.III) The same form is used for attributive and predicative	

II. Comparative Degree Exceptions

Long-form Positive	Long-form Comparative	Short-form Comparative*
большóй – big	бóльший – bigger	бóльше – bigger, more
мáленький – small	мéньший – smaller	мéньше – smaller, less
хорóший – good	лýчший – better (best**)	лýчше – better
плохóй – bad	хýдший – worse (worst**)	хýже – worse (note the spelling)
стáрый – old	стáрший – elder (eldest**)	стáрше – elder (or старéе-older)
молодóй – young	млáдший – junior (youngest**)	млáдше – junior (or молóже-younger)
высóкий – high	бóлее высóкий – higher; (вы́сший**)	вы́ше – higher (note the spelling)
нúзкий – low	бóлее нúзкий – lower; (нúзший**)	нúже – lower (note the spelling)

* Other irregular short-forms exist: глубóкий*(deep)*-глýбже; далёкий*(distant)*-дáльше/дáлее; дешёвый*(cheap)*-дешéвле; дóлгий*(long[of time])*-дóльше/дóлее; мéлкий*(small/minute)*-мéльче, плóский*(flat)*-плóще; пóздний*(late)*-пóзже/позднéе; рáнний*(early)*-рáньше/рáнее; святóй*(holy)*-святéе, слáдкий*(sweet)*-слáще; тóнкий*(slim)*-тóньше; широкúй*(wide)*-шúре.

** Also understood as superlatives, sometimes with сáмый. (вы́сший*(highest/supreme)*; нúзший*(lowest)*)

III. Superlative Degree Alternative Forms

~éйший / ~áйший	наибóлее (most) / наимéнее (least)
1) Drop ~ый/~óй (mutate stem, if needed: г→ ж, к → ч, х→ш) **2) Add ~éйший** (~áйший after hushers) *The newest book = новéйшая книгá* For even greater emphasis, add **наи~**. (rare, except with наибóльший, наимéньший, наилýчший, наихýдший and наивы́сший)	**наибóлее + Long-form Positive** **наимéнее + Long-form Positive** Renders a scientific or technical tone. *The most complex question = наибóлее слóжный вопрóс*

4b

Adjectives

10-Jun-09

Note: Almost all adjectives follow chart 1a.III.Adjectives, remembering the spelling rules:
- Many adjectives end in a husher or guttural: хороший, великий, тихий. (see 1a.I)
- Many adjectives end in a soft н (~ний): последний, синий, искренний. (see 1a.II)

If these spelling rules are remembered, then only a few adjectives have irregular declension patterns.(demonstratives/possessives on 1a and those listed below)

I. Soft Adjectives: тре́тий *(3rd)*, чей [1] *(whose)*, бо́жий [2] *(god's)*, and many animal adj's: коша́чий *(cat's)*, соба́чий *(dog's)*, во́лчий *(wolf's)*, коро́вий *(cow's)*, пти́чий *(bird's)*, ры́бий *(fish's)*, etc.

	Nom	Acc	Gen	Prep	Dat	Inst
Masculine	~ий (ей [1])	←→	~ьего	~ьем (ьём [1])	~ьему	~ьим
Neuter	~ье (ьё [1])	←				
Feminine	~ья	~ью	~ьей			
Plural	~ьи	←→	~ьих	~ьих	~ьим	~ьими

[1] Being end-stressed, **чей** *(whose)* has some different endings(in parentheses). Note the "incognito ë's".
[2] **бо́жий** *(god's)* has the following archaic forms in addition to the modern endings listed above:

Masculine	бо́жий	←→	бо́жия/ бо́жья	бо́жием	бо́жию/ бо́жью	бо́жиим
Neuter	бо́жие	←				
Feminine	бо́жия	бо́жию	бо́жией			
Plural	бо́жии	←→	бо́жиих	бо́жиих	бо́жиим	бо́жиими

II. Сам [1](Intensive Adjective) and Оди́н [2](*One*/*Only*/*Alone*) (note stress and the use of и instead of ы)

	Nom	Acc	Gen	Prep	Dat	Inst
Masculine	ø	←→	~ого́	~о́м	~ому́	~и́м
Neuter	~о́	←				
Feminine	~а́	~у́	~о́й			
Plural(soft)	са́ми/одни́	←→	~и́х	~и́х	~и́м	~и́ми

1) сам = "(by) oneself" and sometimes "personally". Сам is not a pronoun! (себя is)
2) The и in оди́н is a fleeting vowel, e.g. одно́, одна́, одни́, etc.

III. Slavic* Surname Declension (~ов, ~ев, ~ёв, ~ын, ~ин)**

	Nom	Acc	Gen	Prep	Dat	Inst
Masculine	ø	→	~а	~е	~у	~ым
Feminine	~а	~у	~ой			
Plural	~ы	→	~ых	~ых	~ым	~ыми

*Foreign names decline like normal nouns. If they cannot fit a gender, then they are indeclinable(Ганди, Маргерет Тэтчер: it is okay for a man's name to have a feminine ending, but not vice versa)

**Surnames ending in ~их, ~ых, ~ово, ~аго and ~енко are indeclinable. Surnames that have adjective endings (~ый/~ий/~о́й) decline like normal adjectives.

IV. Substantive/Substantivized Adjectives (Adjectives with noun meanings)

больно́й/а́я*(invalid)*, ва́нная*(bathroom)*, вое́нный*(military person)*, всели́нная*(universe)*, гости́ная*(livingroom)*, де́тская*(nursery[room])*, живо́тное*(animal)*, заключённый*(prisoner)*, заку́сочная*(snackbar)*, запята́я*(comma)*, знако́мый/ая*(acquaintance)*, лёгкое*(lung)*, моро́женое*(icecream)*, насеко́мое*(insect)*, ни́щий*(beggar)*, обвиня́емый*(defendant)*, пивна́я*(pub)*, пле́нный*(captive/prisoner)*, посторо́нний*(outsider)*, приёмная*(waiting room)*, прохо́жий*(passer-by)*, рабо́чий*(worker)*, свято́й*(saint)*, столо́вая*(dining room/mess hall)*, уполномо́ченный*(authorized person)*, у́чащийся*(student)*, учёный*(scientist/scholar)*, шта́тский*(civilian)*, etc.

V. Adverb Formation from Adjectives (despite these patterns many adverbs must be memorized)

	~ый/~о́й	~ний or pres. act. participles (~щий)	~ский/~ско́й/~цкий	~ский/~цкий (manner)
Ending:	~о	~е	~ски/~цки	по-~ски
Examples:	краси́вый краси́во	кра́йний кра́йне	дру́жеский дру́жески	ру́сский по-ру́сски

*Comparative adverbs are identical to short-form comparative adjectives, e.g. I eat faster=я ем быстре́е.

5a

10-Jun-09

Prepositions

I) If he/it/she/they is the object of a preposition, then an н is added to the beginning(see 1a.III.Pronouns), e.g. я видел его(direct object), я молюсь за него(object of preposition), я молюсь за его друга(possession). The prepositions вне, внутри́, благодаря́, вопреки́, подо́бно and согла́сно do not require this (н).

II) *'о'* goes to *'об'* before pure vowels (а, э, о, у, и). Use *'обо'* before *мне* and *всём/всех* (when they mean *everything/everyone*).

		by (near/at)	у G	inside (location)	внутри G
		by (taking hold of)	за A	inside (motion)	внутрь G
[1 or 1,000 or 1,000,000] each	по D	by [a certain degree/margin]	на A	instead of	вместо G
[most numbers] each	по A	by [a means of communication]	по D	like, similar to	подобно D
about (approximation)	около G	by [an agent]	instrumental	more than [a number]	свыше G
about (approximation)	с A	by, near, around	около G	near, by, around	около G
about, concerning	о(б) P (5a.II)	by, near, next to	возле G	near, by, next to	возле G
about, concerning (colloquial)	про A	by, toward [a time/deadline]	к(о) D	of	genitive
about, regarding	насчёт G	by means of	посредством G	off of [the surface of smthg]	с(о) G
about, regarding	по поводу G	by means of, by way of	путём G	on (stationary)	на P
about, relative to (official)	относительно G	despite, contrary to	вопреки D	on [a day of the week]	в A
above, over, on top of	над(о) I	down, along, around	по D	on [a date]	genitive
according to	по D	every other	через A	on [days of the week] (every week)	по D
across	через A	except	кроме G	on, onto (motion)	на A
after	после G (5b.I)	for (benefit, purpose)	для G	opposite [of a building, etc.]	напротив G
after (pursuit, search, caring)	за I	for (duration)	accusative	out from behind	из-за G
after, upon(official tone)	по P	for (exchange/reciprocity)	за A	out from under	из-под G
against (in contact with)	о(б) A (5a.II)	for [certain purpose]	на A	out from, out of	из(о) G
against (opposition)	против G	for [intended/resultant duration]	на A	outside (not meaning by/near/in front)	вне G
along the edge of	вдоль G	for sake of	за A	over (across)	через A
along, down, around	по D	for the sake of	ради G	over, above, on top of	над(о) I
among, amid	среди G	from (away from, distance from)	от(о) G	over, beyond, in excess	сверх G
around (approximation)	около G	from (down from)	с(о) G	past	мимо G
around (in a circle)	вокруг G	from (out from)	из(о) G	per [year/week/etc.]	в A
around, down, along	по D	from [a certain time]	с(о) G	similar to, like	подобно D
at [___ o'clock]	в A	from [place, material, group]	из(о) G	since [a certain time]	с(о) G
at [a physical location]	в P	from behind	сзади G	thanks to	благодаря D
at [an event/action]	на P	in (stationary)	в P	through (across) or [an intermediary]	через A
at [someone] (house or possession)	у G	in [amount of time from now]	через A	through (looking, difficult passage)	сквозь A
at [table,meal,piano,computer, etc.]	за I	in [part of day/season]	instrumental	to	dative
at the time of	при P	in [part of day] (every day)	по D	to [a thing/place]	в A
because of	из-за G	in accordance with	по D	to [an event/action]	на A
because of (official tone)	вследствие G	in accordance with (official)	согласно D	to [music/instrument/dictation](sound)	под A
before	до G (5b.I)	in exchange for	взамен G	to, toward	к(о) D
before (just before; requirement)	перед(о) I (5b.I)	in favor of	за A	towards (timewise)	под A
behind	позади G	in front of	перед(о) I	under (motion)	под A
behind (motion)	за A	in imitation of	под A	under, below, beneath (stationary)	под(о) I
behind, beyond, on far side of (stat.)	за I	in the front of	впереди G	until	до G (5b.I)
below, beneath, under (stationary)	под(о) I	in the middle of	посреди G	up to [a place/position/degree]	до G (5b.I)
besides	кроме G	in the presence of	при P	up to [certain time/body part]	по A
besides	помимо G	in the region of [city, etc.]	под(о) I	via [a place]	через A
between	между I	in view of	ввиду G	with (together, accompaniment)	с(о) I
beyond (motion)	за A	in, into (motion)	в A	with [a tool]	instrumental
beyond (stationary)	за I			without	без G

5b

10-Jun-09

Prepositions

I) Some English words, especially *before* and *after*, can be used either as prepositions or conjunctions: *before class=до класса; before we came=до того, как мы пришли.* Note these conjunctions: до того, как*(before)*; перед тем, как*(before)*; после того, как*(after)*. (see 8b.II.Temporal)

accusative	for (duration)
dative	to
genitive	of
	on [a date]
instrumental	by [an agent]
	in [part of day/season]
	with [a tool]
без G	without
благодаря D	thanks to
в A	at [___ o'clock]
	in, into (motion)
	on [a day of the week]
	per [year/week/etc.]
	to [a thing/place]
в P	at [a physical location]
	in (stationary)
ввиду G	in view of
вдоль G	along the edge of
взамен G	in exchange for
вместо G	instead of
вне G	outside (not meaning by/near/in front)
внутри G	inside (location)
внутрь G	inside (motion)
возле G	by, near, next to
	near, by, next to
вокруг G	around (in a circle)
вопреки D	despite, contrary to
впереди G	in the front of
вследствие G	because of (official tone)
для G	for (benefit, purpose)
до G (5b.I)	before
	until
	up to [a place/position/degree]
за A	behind (motion)
	beyond (motion)
	by (taking hold of)
	for (exchange/reciprocity)
	for sake of
	in favor of
за I	after (pursuit, search, caring)
	at [table,meal,piano,computer, etc.]
	behind, beyond, on far side of (stat.)
за I	beyond (stationary)
из(о) G	from (out from)
	from [place, material, group]
	out from, out of
из-за G	because of
	out from behind
из-под G	out from under
к(о) D	by, toward [a time/deadline]
	to, toward
кроме G	besides
	except
между I	between
мимо G	past
на A	by [a certain degree/margin]
	for [certain purpose]
	for [intended/resultant duration]
	on, onto (motion)
	to [an event/action]
на P	at [an event/action]
	on (stationary)
над(о) I	above, over, on top of
	over, above, on top of
напротив G	opposite [of a building, etc.]
насчёт G	about, regarding
о(б) A (5a.II)	against (in contact with)
о(б) P (5a.II)	about, concerning
около G	about (approximation)
	around (approximation)
	by, near, around
	near, by, around
от(о) G	from (away from, distance from)
относительно G	about, relative to (official)
перед(о) I (5b.I)	before (just before)
	in front of
по A	[most numbers] each
	up to [certain time/body part]
по D	[1 or 1,000 or 1,000,000] each
	according to
	along, down, around
	around, down, along
	by [a means of communication]
	down, along, around
	in [part of day] (every day)
	in accordance with
по D	on [day of week] (every week)
по P	after, upon(official tone)
по поводу G	about, regarding
под A	in imitation of
	to [music/instrument/dictation](sound)
	towards [evening,etc.] (timewise)
	under (motion)
под(о) I	below, beneath, under (stationary)
	in the region of [city, etc.]
	under, below, beneath (stationary)
подобно D	like, similar to
	similar to, like
позади G	behind
помимо G	besides
после G (5b.I)	after
посреди G	in the middle of
посредством G	by means of
при P	at the time of
	in the presence of
про A	about, concerning (colloquial)
против G	against (opposition)
путём G	by means of, by way of
ради G	for the sake of
с A	about (approximation)
с(о) G	from (down from)
	from [a certain time]
	off of [the surface of smthg]
	since [a certain time] (5b.I)
с(о) I	with (accompaniment)
сверх G	over, beyond, in excess
свыше G	more than [a number]
сзади G	from behind
сквозь A	through (looking, difficult passage)
согласно D	in accordance with (official)
среди G	among, amid
у G	at [someone] (house or possession)
	by (near/at)
через A	across
	every other
	in [amount of time from now]
	over (across)
	through (across) or [an intermediary]
	via [a place]

6a

Stress

10-Jun-09

s=stem
e=ending

I. Nouns: 4 Possible Patterns

	A	B	C	D
Nom	**ś**e	**s**é	**s**é	**ś**e
AccIn*	**ś**e	**s**é	**ś**e	**ś**e
Gen	**ś**e	**s**é	**s**é	**s**é
Prep	**ś**e	**s**é	**s**é	**s**é
Dat	**ś**e	**s**é	**s**é	**s**é
Inst	**ś**e	**s**é	**s**é	**s**é

The following chart (6a.II) shows how specific words apply these stress patterns. Note the following 2 points:
1) If a form should be end-stressed, but has no ending, then the stem is stressed. (masc nom sing; gen plur)
2) If the stress ever moves to the stem, then it is usually on the last syllable of the stem (but not always).
*AccIn refers only to fem. accusative (M/N/Pl simply mimic nom or gen)

II. Nouns: Stress Patterns

Name	Notate	S	Pl	Quant.	Examples
Stem-stressed	śe	**A**	**A**	30,000+	авто́бус, кни́га, чу́вство, това́рищ, неде́ля
End-stressed	sé	**B**	**B**	M: 2700 N: few F: few	враг, грех, нож, отец, словарь, стих, язык бельё, божество́, житие́, питьё, существо́, торжество́ лапша́, ложь, любовь, скамья, статья́, черта́, all ~ота́
Shifting to end	s̆e	**A**	**B**	M: 230+ N: 25	(includes 1a.III.6 and 9b.III) долг, дом, сад, ус, шаг дӗло, мӗсто, о̆блако, прӑво, сло̆во, тӗло, and all ~мя
Shifting to stem	sĕ	**B**	**A**	M: 15+ N: 50 F: 100	лист~, кол~, казак~, крюк~, сиротӑ, слугӑ, судья́, вино̆, колесо̆,лицо̆,окно̆, письмо̆, пятно̆, число̆, яйцо̆ войнӑ, грозӑ, женӑ, звездӑ, игрӑ, колбасӑ, трубӑ
Anomolous stem-stressed	è	**A**	**D**	M: 50 F: 75	бо̀г, во̀лк, вор, голубь, гость, звѐрь, камень, слог (all in ~ь): вѐщь, двѐрь, ночь, роль, сеть, тѐнь, часть
Anomolous end-stressed	è	**B**	**D**	M: 5 F: 40	гвоздь, груздь, конь, червь волна̀, губа̀, ноздря, слеза̀, строка, строфа, труба̀
Shifting accusative-retraction	sĕ←	**C**	**A**	F: 13	водӑ←, дрогӑ←, душӑ←, земля̆←, зимӑ←, избӑ←, косӑ←, рекӑ←, спинӑ←, средӑ←, ценӑ←
Anomolous accusative-retraction	sè←	**C**	**D**	F: 18	борода̀←, борозда̀←, борона̀←, голова̀←, гора̀←, доска̀←, кроха̀←, нога̀←, полоса̀←, пора̀←, река̀←, рука̀←, среда̀←, стена̀←, сторона̀←, строка̀←, щека̀←

III. Past Verbs: Shifting Stress

	Shifting
masc	**ś***
neut	**ś**e*
fem	s**é**
plur	**ś**e*

Most verbs have fixed stress (on either stem or ending), but there is one common exceptional pattern listed to the left. This pattern includes about 400 verbs, including many verbs with 'memorized' pres/fut stems (see 2a.III), e.g. быть, дать, пить, спать, брать, гнать, вить, звать, красть, лгать, лить, начать, снять, ткать, понять, жить, ждать, etc. The majority of these verbs are short.

* The verbs нанять, занять, начать, отнять, поднять, понять, принять, умереть, помереть are stressed on the very first syllable of the word in the masc, neut and plur forms.

IV. Pres/Fut Verbs: Shifting Stress

	Shifting	
	sing	pl
1st person	s**é**	**ś**e
2nd person	**ś**e	**ś**e
3rd person	**ś**e	**ś**e

This pattern occurs only in verbs that are end-stressed in the infinitive.

1st conj (about 80 verbs and their derivatives):
- All end-stressed **~ать** with stem mutations: искать, махать, сказать, писать
- All 5 **~оть** verbs: боро́ться, коло́ть, моло́ть, поло́ть, поро́ть.
- 5 **~нуть** verbs: ~гляну́ть, обману́ть, ~помяну́ть, ~тону́ть, ~тяну́ть.
- 2 **~чь** verbs: мочь and помочь
- принять, обнять, отнять, поднять, снять (but not занять, нанять, понять).

2nd conj (about 2000 verbs, about ¼ of all 2nd conjugation verbs):
- Many **~ить** verbs; just memorize them: валить, варить, грузить, губить, дарить, копить, кормить, косить, купить, курить, ловить, любить, ~менить, платить, положить, получить, просить, пустить, селить, служить, ступить, судить, топить, уронить, учить, хоронить, явить, etc. (see also 3b.I)
- 3 **~ать** verbs: ~гнать, ~дышать, ~держать (not вы́держать)
- 4 **~еть** verbs: ~смотреть, ~терпеть, ~хотеть(sort of, 3a.II), ~вертеть(ся)

6b

Stress

10-Jun-09

I. Long-form Adj's: Always Fixed

	Stem-stressed (~ы́й or ~и́й)		End-stressed (~о́й)	
	sing	pl	sing	pl
Nom	**sе́**	**sе́**	**sé**	**sé**
AccIn	**sе́**	**sе́**	**sé**	**sé**
Gen	**sе́**	**sе́**	**sé**	**sé**
Prep	**sе́**	**sе́**	**sé**	**sé**
Dat	**sе́**	**sе́**	**sé**	**sé**
Inst	**sе́**	**sе́**	**sé**	**sé**
но́вый, си́ний, высо́кий, etc.			большо́й, тупо́й, etc.	

II. Short-form Adj's

	Stem	End*	Shifting**
masc	**sе́**	**sе́**	**sе́**
neut	**sе́**e	**sé**	**sе́**e
fem	**sе́**e	**sé**	**sé**
plur	**sе́**e	**sé**	**sе́**e

* Includes all participles in ~ённый.

** Shifting stress is especially common among adjectives with 1-syllable stems.

III. Long-/Short-form Combinations (The stress pattern combinations of short-form adjectives are very complicated. It is arguably more effective to just learn these from experience, than to study them. However, reviewing these forms occasionally may help you notice patterns which can help you remember them more easily.)

Notation	Long	Short	Examples
sе́	stem	stem	1000's: бога́тый, ве́чный, ди́вный, удо́бный, я́вный, etc. (all ~нный, but not скло̄нный or длинный, and not participles in ~ённый),
sé	end	end	≈ 10:, больно́й[3], былой, гнедой, голубо́й, жилой, златой, зло́й, золотой, немой, смешно́й, хмельной, чудной, чужой, etc.
s̄e	stem	shifting	200+: бедный[5], белый[1], близкий[5], быстрый, весёлый[4], высокий[1], глубокий[1], голодный[4], гордый[5], горький, грешный, громкий, грубый, дешёвый[4], длинный[1/3], дружный[5], душный, жаркий, жёлтый[1], зелёный[4], крупный, мёртвый[1], мягкий, пёстрый[1], полный[1/3], ровный, сильный[5/6], склонный, сложный, смирный[3], старый[1], стойкий, страшный[5], строгий, тёплый[1/3], тихий, тонкий, умный[3/1], хитрый[3], холодный[4/5], шумный, шустрый[3], ясный, etc.
sē	end	shifting	≈ 30: благой, босой, глухой[5], гнилой, густой[5], дорогой[4], дрянной[5], дурной[5/6], живой, косой[5], кривой, крутой[5], лихой[5], молодой[4], нагой, немой, плохой[5], прямой[5], пустой[5], рябой[5], святой, седой, слепой, сухой[5], сырой, тугой, тупой[5], удалой, холостой[4], хромой, худой[5], etc.
sè	stem	end	≈ 30: горя̀чий, далёкий[2], до̀лжный[3], лёгкий[3/5], ма̀лый, мудрёный, ра̀вный[3], свѐжий[5], тёмный[3/2], тяжёлый, хоро̀ший, чёрный[3/2], широ̀кий[2], etc. Also all past passive participles in ~ённый.

1 / 2 – ≈15: Alternatively, the short-form is end-[1] or shifting-[2] stress. (sometimes with different meanings)

3 – ≈15: The masc short-form has unexpected stress (usually related to a fleeting vowel).

4 – 8(all shifting stress): In short-form, the stress moves to the first syllable of the stem for masc, neut and plur.

5 / 6 – ≈40: The plural[5] or masc[6] short-form can be either stem- or end-stressed (sometimes with different meanings)

7a

Pronunciation
Spelling
10-Jun-09

I. Consonants (though unlisted, й[2] is also a consonant)

	Parallel						Individual			
Voiced	б	в	з	д	ж[1]	г	л[2]	м[2]	н[2]	р[2]
Unvoiced	п	ф	с	т	ш[1]	к	х	ц[1]	ч[1]	щ[1]

In terms of pronunciation, almost all[1] consonants have two variations: hard or soft (as indicated by the following vowel/sign (see 1a.II)).

[1] **ж**, **ш** and **ц** are always hard regardless of what follows, e.g. шесть sounds like шэсть.
й, **ч** and **щ** are always soft regardless of what follows, e.g. час sounds like чяс.
[2] **л**, **м**, **н**, **р** and **й** are 'sonorants'. All other consonants are 'obstruents' (tongue *obstructs* airflow)

II. Assimilation (influence runs from right to left)

	Voiced/Unvoiced (see 7a.I) A cluster of consonants is either all voiced or all unvoiced. The last consonant determines whether the rest are voiced.		**Softness** Softness assimilates only if consonants are produced in the same place. (lips: б, в, м, п, ф) (teeth: в, д, з, л, н, с, т)	
	Written	**Pronounced**	**Written**	**Pronounced**
Examples	как **д**елá?	ка**г д**елá?	ча**сть**	ча**сьть**
	с бóгом	**з** бóгом	**дв**ерь	**дьв**ерь
	хлеб*	хлеп*	**вм**éсте	**вьм**éсьте
	прóти**в****	**пр**óти**ф****	со**бств**енный	со**псьтьв**енный
	свидéтель**ств**о**	**св**идéтель**ств**о**	по**дтвержд**ён	по**тьтьвержд**ён
	в цéрко**вь****	**ф** цéрко**фь****	**влезть**	**вьлесьть**

* When a consonant is not followed by another sound, it is pronounced unvoiced.
** The letter 'в' can become unvoiced, but can't cause voicedness. Sonorants (л,м,н,р) cannot accept or cause voice change.

III. Special Vowel Pronunciation (The listed pronunciations are approximations. For example, the letter e, 1 syllable before the stress, is not exactly like an и, but something close to it.)

Λ – short/weak 'a' (cup) **ə** – shorter/weaker 'a' (the first) **I** – (bit)

	1st letter of the word	syllable position relative to stress				grammatical ending
		2+ before	1 before	on	after	
о	Λ	ə	Λ	о	ə	='after'
а	Λ	ə	Λ	а	ə	='after'
е/ё[1]	='2+ before'	I (ə[2])	и (ы[2])	е/ё[1] (э/о[2])	I (ə[2])	I (ə[2])
я[3]	='2+ before'	I	и	я	I	ə

[1] The letters e and ë are basically the same letter. To be pronounced ë, A) it must be stressed, and B) in the dictionary form, it cannot be followed by a soft consonant. (Even if it meets these requirements, it may still be pronounced e, not ë). 'ë' also occurs in stressed 1st conj endings and participles. In many foreign words, e is pronounced э: адáптер, áйсберг, дезодорáнт, деизм, модéль, темп, тест, etc.
[2] After ж, ц and ш, e sounds more like the letters in parentheses. (see footnote 1 on 7a.I)
[3] This includes the combinations ча and ща (7a.I.footnote1), e.g. часóв [чисóф], плóщадь [плóщIть]

IV. Hard vs. Soft Pronunciation

Soft consonants are pronounced with the back of the tongue high, combining the consonant sound with **й**, e.g. boot/**b**eauty, fool/**f**uel, pool/**p**upil.

V. Hard sign and Soft sign

	Hard sign (ъ – твёрдый знак)		**Soft sign (ь – мя́гкий знак)**	
Spelling	Used only to separate consonant-ending prefixes from roots that begin with я/е/ё*.		Cannot follow gutturals(г, к, х) or ц.	
Pronunciation before vowels = й	съесть (s-yest')	сесть (s'est')	сча́стье (shast'ye)	ле́зьте (lez't'e)
	въезд (v-yest)	везти́ (v'ezt'i)	пе́нье (p'en'ye)	на стене́ (na st'en'e)
	объясня́ть(ob-yasn'at')	обя́зан (ob'azan)	бельё (b'el'yo)	путём (put'om)

* Note that when consonant-ending prefixes are added to roots that begin with и, the и turns into an ы, пред+исто́рия=предысто́рия; с+игра́ть=сыгра́ть; из+иска́ть=изыска́ть.

VI. Fleeting vowels: A generally good rule is: Use o if neighbored by a guttural(г,к,х), otherwise use e (Note however любóвь, лоб, посóл, рот, and others) (Note also зáяц(зáйцев) and яйцо(яи́ц))

7b

10-Jun-09

After a negative, the English prefix any~ becomes no~. For example, **Eng:** I haven't ever seen anyone anywhere with anything suspicious. → **Russ:** I haven't never seen no one nowhere with nothing suspicious. When using prepositions with né~ and ни~, the preposition splits the word, e.g. ни о чём (not о ничём), né за что (not за néчто).

I. Indefinite and Negative Pronouns/Adjectives/Adverbs

	some~ [1]		**any~** [2]	**all/every~**	**there's no~ (to verb)** (1b.V.e)	**no~**
Interrogatives	**~-то** [1]	**~-нибудь** [1]	**~-либо**	**(все)~**	**né~**	**ни~**
кто [3] who	someone	some/anyone	anyone (at all)	все [3] everyone	there's no one [4] (to verb)	no one
что [3] what	something	some/anything	anything (at all)	всё [3] everything	there's nothing [4] (to verb)	nothing
какóй [3] what (kind of) /which	some	some/any	any _ (at all)	всякий [3] all/every (kind of)	X, but related is: néкий [3] (literary) - a certain, some [6]	no
котóрый [3] which	X	X	X	X	some, certain [6]	none, not one
чей [3] whose	someone's	some/anyone's	anyone's	всех (все in gen) of everyone	X	no one's
как how	somehow; once/one day (past)	somehow/way; someday/time (fut)	in any way (at all)	всячески in every way (possible)	X	there is no way/by no means
где where	somewhere	some/anywhere	anywhere (at all)	вездé everywhere	there's nowhere (to verb)	nowhere
кудá whither	somewhere (direction)	some/anywhere (direction)	anywhere (at all) (direction)	(по)всюду everywhere (direction)	there's nowhere (to verb) (direction)	nowhere (direction)
откýда from where	from somewhere	from some/anywhere	from anywhere (at all)	отовсюду from everywhere	there's nowhere (to verb) from	from nowhere
когдá when	sometime	some/anytime/ ever	anytime (at all)	всегдá always/all the time	there's no time (to verb) [5]	never
скóлько [3] how much/many	X	some/any amount of, a few	X	все [3] all	a certain amount/number; a couple/few [6]	not in the least/none at all
почемý why	for some reason	for some/any reason	for whatever reason	X	X	X
зачéм why	for some reason	for some/any reason	X	X	there's no reason (to verb)	X

1) Translating 'some~': -то = one knowable possibility; -нибудь = range of possibilities. Therefore, in past tense, -то is usually preferred; in future tense and commands, -нибудь is usually preferred. Also note кое- (e.g. кое-кто = someone (and I know who, but I'm not telling)).
2) 'Any~' can also be translated 'угодно'(*pleasing*): что угодно = *anything* or *whatever you want*. **3)** Nouns/adjs decline(1a.III; чей: 4b.IV).
4) néкто(nom) and néчто(nom/acc) mean *someone* and *something*, respectively. All other cases mean *there's noone/nothing*.
5) néкогда also means *once* or *in former times*. **6)** Grayed boxes show unexpected meanings.

II. Ли – Interrogative Particle (makes a statement a question; must be 2nd unit of its clause)

	Statement	**Question** The word in question comes 1st	**Indirect Question*** (English "if" after verbs of knowing, asking or sensing)*
Examples	Он был пророкóм. *He was a prophet.*	Был ли он пророкóм? *Was he a prophet?*	Я хочý знать, был ли он пророкóм. *I want to know if* he was a prophet.*
	Вы любúте менá. *You love me.*	Любúте ли вы менá? *Do you love me?*	Онú спросúли, любúте ли вы менá. *They asked if* you love me.*
	Это úстинно. *It is true.*	Истинно ли э́то? *Is it true?*	Вы почýвствуете, úстинно ли э́то. *You will feel if* it is true.*

* A common mistake is to translate this "if" as *если*. *Если* is only used if there is a result: if X, then Y.

8a

10-Jun-09

I. Possession/Existence – "I have X" → "At me there is X" → "y genitive есть X"

	Positive (subject = the nominative blank)	**Negative** (see 1b.III.c) (no subject → verb uses neuter ending)
Past	**был(о/а́/и) nominative.** (there) was/were _____. *I had a book = у меня́ была́ кни́га*	**не́ было genitive.** (there) wasn't _____. *I didn't have a book = у меня́ не́ было кни́ги*
Pres	**есть nominative.** (есть is optional for possession) (there) is/are _____. *I have a book = у меня́ (есть) кни́га*	**нет genitive.** (there) is/are no _____. *I don't have a book = у меня́ нет кни́ги*
Fut	**бу́дет/бу́дут nominative.** (there) will be _____. *I will have a book = у меня́ бу́дет кни́га*	**не бу́дет genitive.** (there) will not be _____. *I won't have a book = у меня́ не бу́дет кни́ги*

II. Expressing Need – I need X → (to me) is needed X

	ну́жен/ну́жно/нужна́/нужны́	**на́до**
Nouns	**нужен/но/на́/ны nominative.** *I need a book = мне нужна́ кни́га*	**на́до genitive.** (only words like air, flour, water, etc.) *I need some water = мне на́до воды́*
Verbs	**ну́жно infinitive.** *I need to read = мне ну́жно чита́ть*	**на́до infinitive.** *I need to read = мне на́до чита́ть*

III. Aspect and Tense (Indicative Mood, i.e. really happens in past/pres/fut; includes 2a.I-II)

	Past	**Present**	**Future**
Imperfective Duration, Repetition	**Я чита́л(а).** I was reading. I had/have been reading.(done) I used to read. I read.(repetitively)	**Я чита́ю.** I am reading. I have been reading.(still am) I read.	**Я бу́ду чита́ть.** I will be reading. I will read.(repetitively) I'm going to read.(repeat)
Perfective Completion, Result, Once	**Я прочита́л(а).** I have read (it). I had read (it). I read (it).(completely)	---	**Я прочита́ю.** I will have read (it). I will read (it).(completely) I'm going to read (it).(cmpltly)

IV. Aspectual Pairs (Imperfective/Perfective)

Pf = prefix+**Imp**	**Imp** = **Pf** with infix	**Imp:** ~ать(ять) **Pf:** ~ить	Irregular
чита́ть/прочита́ть писа́ть/написа́ть де́лать/сде́лать	осно́вывать/основа́ть узнава́ть/узна́ть начина́ть/нача́ть	отвеча́ть/отве́тить покупа́ть/купи́ть повторя́ть/повтори́ть	говори́ть/сказа́ть брать/взять помога́ть/помо́чь

Punctuation/Capitalization (я, Вы, days, months, seasons)

8b

The commas with conjunctions are very important! (including verbal adverbs and participles)

Conjunctions

10-Jun-09

I. Coordinating Conjunctions

Connective		Adversative		Disjunctive	
(и. . .) и	(both. . .) and	но*	but*	(и́ли. . .) и́ли	(either. . .) or
а	and	а*	but*	(ли́бо. . .) ли́бо	(either. . .) or
как. . . так и. . .	. . . as well as. . . both. . . and. . .	всё же	nevertheless, all the same	то. . . то	now. . . now. . .
		одна́ко	however		

* *а* and *но* are usually interchangeable, but *а* is required for statements that cannot both be true, i.e. not this, but that. For example, «не ему, а его другу — not to him, but to his friend.»

II. Subordinating Conjunctions

Causal	, потому что	because
	, так как	since, seeing how
	, ибо (archaic)	for
Temporal (Time)	, когда	when
	после того, как	after
	пока + *imp* or no verb	while
	пока не + *(usually pf)*	until
	с тех пор, как	since the time that
	, как только	as soon as, just as
	едва. . ., как	no sooner. . . than
	, прежде чем	before
	перед тем, как	(just) before; (prerequisite) before
	до того, как	before
Conditional	если . . ., то/тогда/ø	if. . ., then/ø
	если. . . не. . ., то/тогда/ø	unless. . .
	раз . . ., . . .	if/since
Object	то, что (Т-К)	(see 8b.III)↗
Direct Obj.	(verb), что	(verb) that
Relative	(antecedent), который	(antecedent), which/that/who
Purposive	(для того), чтобы + *inf.*	in order (to verb)
	, чтобы + past	'so that' or 'for [person] (to verb)'
Resultative	, так что	so
	до того. . ., что	so. . ., that

III. Т-К (Cmplx Sentences)

то* *that (thing)*	что* *what*
тот* *that (person)*	кто* *who*
тако́й* *such*	како́й* *which, what*
так *so*	как *how, like, as*
там *there*	где *where*
туда́ *to there / thither*	куда́ *to where/whither*
отту́да *from thence*	отку́да *from whence*
тогда́ *then*	когда́ *when*
сто́лько *that much/many*	ско́лько *how much/many*

* These go into cases (1a.III)

Genitive verbs: бояться/по, избегать/(избегнуть and избежать), пугаться/ис, достигать/достичь, добиваться/добиться, заслуживать
Dative verbs: учиться/на~ to learn, служить, следовать, отвечать/ответить, мешать/по, вредить, помогать/помочь, сопротивляться, радоваться, удивляться/удивиться, завидовать, сочувствовать
Instrumental verbs: быть, становиться/стать, являться, называться/назваться, казаться/о, руководить, управлять, владеть/о, командовать, заниматься, интересоваться/за, увлекаться/увлечься, наслаждаться/насладиться, пользоваться/вос, делиться/по, гордиться, рисковать, жертвовать/по, распологать/расположить (работать/по, служить/по, выбирать/выбрать, назначать/назначить)

9a

Irr. Nouns

10-Jun-09

I. Neuter Irregular ~мя: бре́мя[3](*burden*), вре́мя(*time*), вы́мя[3](*udder*), зна́мя[2](*flag*), и́мя(*name*), пла́мя[3](*flame*), пле́мя(*tribe*), се́мя[1](*seed*), стре́мя[1](*stirrup*), те́мя[3](*crown [of the head]*)

	Nom	Acc	Gen	Prep	Dat	Inst
sing	~мя		~мени			~менем
pl	~мена́		~мён	~мена́х	~мена́м	~мена́ми

[1] Gen pl = ~мя́н. [2] Plural of зна́мя: знамёна, знамён, знамёнах, знамёнам, знамёнами. [3] No plural.

II. Neuter Nouns with Plural ~и (includes *shoulder*, *knee*, *ear*, and most ~ко) with [Gen pl]

ве́ко[ø](*eyelid*), плечо́[ø](*shoulder*), коле́но[ей](*knee*), у́хо(pl-у́ши)[ушей](*ear*), я́блоко[ø](*apple*), око́шко[ø](*little window*), and many other neuter nouns in ~ко.

III. Irregular Declensions (if singular or plural is not listed, it is regular)

		Nom	Acc	Gen	Prep	Dat	Inst
путь´ *m. (way)*	**s**	~ь	←	**~и́**	**~и́**	**~и́**	~ём
Госпо́дь *m. (the Lord)* Го́спода,...	**s**	~ь	→	**~а**	~е	**~у**	**~ом**
мать*(mother)*, **дочь***(daughter)*	**s**	~ь	←	~е́ри	~е́ри	~е́ри	~е́рью
	pl	~е́ри	→	~ере́й	~еря́х	~еря́м	матеря́ми/дочерьми́
воробе́й*(sparrow)*, **мураве́й***(ant)*	**s**	~е́й	←→	~ья́	~ье́	~ью́	~ьём
солове́й*(nightingale)*,**ручей́***(stream)*	**pl**	~ьи́	←→	~ьёв	~ья́х	~ья́м	~ья́ми
~нин [1] (pl: drop ~ин)	**pl**	**~е**	→	**ø**	~ах	~ам	~ами
господи́н (pl: drop ~ин) *(gentleman)*	**pl**	**~а́**	→	**ø**	~а́х	~а́м	~а́ми
хозя́ин (pl: drop ~ин) *(landlord)*	**pl**	~е́ва	→	~е́в	~е́вах	~е́вам	~е́вами
~ёнок [2] (pl: ~ёнок→ята)	**pl**	~я́та	→	~я́т	~я́тах	~я́там	~я́тами
не́бо*(sky/heaven)*, **чу́до***(miracle)*	**pl**	~еса́	←	~е́с	~еса́х	~еса́м	~еса́ми
це́рковь *f. (church)*	**pl**	~и	←	~е́й	**~а́х**	**~а́м**	**~а́ми**
сосе́д *(neighbor)*	**pl**	~и	→	~е́й	~я́х	~я́м	~я́ми
де́ти*(children)*, **ло́шади***(horses)*, **лю́ди***(people)*	**pl**	~и	→	~е́й	~ях	~ям	**~ьми́**
о́блако *(cloud)*	**pl**	~а́	→	**~о́в**	~а́х	~а́м	~а́ми

1) граждани́н*(citizen)*, инопланетя́нин*(alien)*, крестья́нин*(peasant)*, марсиа́нин*(Martian)*, мусульма́нин*(Muslim)*, россия́нин*(Russian citizen)*, христиани́н*(Christian)*, etc. Цыга́н*(gypsy)* shares these plural endings. Болга́рин*(Bulgarian)* and тата́рин*(Tartar)* have nom pl ~ы instead of ~е.
2) котёнок*(kitten)*, ребёнок*(child/baby)*, телёнок*(calf)*, тигрёнок*(tiger-cub)*, ягнёнок*(lamb)*, etc.

IV. Masculine Nouns with Gen Pl ~ø

вольт*(volt)*, глаз*(eye)*, грамм**(gram)*, грузи́н*(Georgian)*, партиза́н*(guerrilla)*, раз*(time/occasion)*, сапо́г*(boot)*, солда́т*(soldier)*, ту́рок*(Turk)*, чуло́к*(stocking)*

* In formal settings, грамм has the genitive plural гра́ммов.
** челове́к usually has the gen pl люде́й, but after тысяча, миллио́н, миллиа́рд, ско́лько, сто́лько and не́сколько, and numbers ending in 5-0, the gen pl is челове́к. (this explanation is slightly oversimplified)
*** во́лос*(a hair)* has nom pl во́лосы*(hair[on one's head])* and gen pl воло́с.

V. Feminine ~йка Nouns, Gen Pl: й → е (e.g. NomSg копе́йка → GenPl копе́ек)

балала́йка*(balalaika)*, га́йка*(nut[w/ bolt])*, дво́йка*(a 2)*, тро́йка*(a 3)*, ко́йка*(cot)*, копе́йка*(kopeck)*, ле́йка*(watering-can)*, ча́йка*(seagull)*, ша́йка*(gang)*

VI. Miscellaneous Nouns with Irregular Gen Pl

яйцо́*(egg)* - яи́ц	ханжа́*(sanctimonious person)* - ханже́й	дядя*(uncle)* – дядей
ущелье*(gorge)* - ущелий	левша́*(left-handed person)* - левше́й	тётя*(aunt)* - тётей
копьё*(spear)* – ко́пий	ю́ноша*(a young person)* - ю́ношей	ноздря*(nostril)* - ноздрей
пла́тье*(dress)* - пла́тьев	свинья́*(pig)* – свине́й	статья́*(article)* - стате́й
ружьё*(gun)* – ру́жей	семья́*(family)* – семе́й	судья́*(judge/referee)* - суде́й
ба́шня*(tower)* - башен	пе́сня*(song)* – песен	спа́льня*(bedroom)* - спален
ви́шня*(cherry-tree)* - вишен	со́тня*(hundred[collective])* - сотен	тамо́жня*(Customs)* - таможен

9b

Irr Nouns

10-Jun-09

I. Indeclinable Nouns

бюро́*(beureau)*, интервью́*(interview)*, какао́*(cocoa)*, кафе́*(café)*, кенгуру́*(kangaroo)*, кино́*(cinema)*, клише́*(cliché)*, коли́бри*(humming-bird)*, ко́фе*(coffee m.)*, купе́*(compartment[of a train])*, меню́*(menu)*, метро́*(subway)*, пальто́*(coat)*, пиани́но*(upright piano)*, плато́*(plateau)*, ра́дио*(radio)*, резюме́*(resume)*, такси́*(taxi)*, шимпанзе́*(chimpanzee)*, шоссе́*(highway)*

II. Masculine 'Locative' Case –

Prepositional ~у́ ending after в/на (not after о/при/по)

аэропо́рт*(airport)*, бал*(dance/ball)*, бе́рег*(shore/coast/bank)*, бок*(side)*, борт*(board[of a ship])*, бред*(delirium)*, ве́тер*(wind/breeze)*, глаз*(eye)*, год*(year)*, Дон*(Don river)*, жар*(heat)*, круг*(circle)*, Крым*(the Crimea)*, лес*(forest)*, лоб*(forehead)*, луг*(meadow)*, лёд*(ice)*, мёд*(honey)*, мех(fur), мозг*(brain)*, мост*(bridge)*, нос*(nose)*, плен*(captivity)*, пол*(floor)*, полк*(regiment)*, порт*(port)*, пост*(post/position)*, пруд*(pond)*, рот*(mouth)*, ряд*(row)*, сад*(garden)*, снег*(snow)*, тыл*(back/rear)*, у́гол*(corner)*, час*(hour)*, шёлк*(silk)*, шкаф*(cupboard/wardrobe)*

soft ending in ~ю́: бой*(battle/combat)*, край*(extreme/border)*, рай*(heaven)*, слой*(layer/stratum)*, строй*(system/formation)*

III. Masculine Plural in ~á

а́дрес*(address)*, бег*(race)*, бе́рег*(shore/coast/bank)*, бок*(side)*, ве́чер*(evening)*, глаз*(eye)*, го́лос*(voice)*, го́род*(city)*, дире́ктор*(manager/headmaster)*, до́ктор*(doctor)*, дом*(house)*, инспе́ктор*(inspector)*, ка́тер*(cutter/boat)*, ко́локол*(bell)*, купол*(dome/cupola)*, лес*(forest)*, луг*(meadow)*, ма́стер*(master/craftsman)*, но́мер*(number)*, о́круг*(district)*, о́стров*(island)*, па́рус*(sail)*, па́спорт*(passport)*, по́вар*(cook)*, по́греб*(cellar)*, по́езд*(train)*, профе́ссор*(professor)*, редактор*(editor)*, рог*(horn/antler)*, рука́в*(sleeve)*, снег*(snow)*, сорт*(sort)*, стог*(stack[of hay])*, сто́рож*(guard/watchman)*, том*(a volume)*, холод*(cold spell)*, че́реп*(skull)*, шёлк*(silk)*

soft ending in ~я́: то́поль*(poplar tree)*, учи́тель*(teacher)*, я́корь*(anchor)*, край*(edge/region)*

IV. Masculine Nouns with 2 Plural Forms (~ы/~á)*

ко́рпус*(ы-torsos/а́-blocks)*, ла́герь*(и-camps[political]/я́-camps[literal])*, мех*(и́-bellows/а́-furs)*, о́браз*(ы-images/а́-icons)*, о́рден*(ы-[monastic]orders/а́-medals)*, по́яс*(ы-[geographical]belts/а́-belts[clothing])*, про́пуск*(и-omissions/а́-passes, permits)*, счёт*(ы-abacus/а́-bills)*, то́н*(ы-tones[sound]/а́-tones[color])*

* Frequently, the ~ы ending is more abstract and the ~а ending is more concrete.

** Note also that цвето́к*(flower)* has the plural цветы́, but цвет*(color)* has the plural цвета́.

V. Masculine and Neuter Nouns with Plural ~ья́

Gen Plur ~ьев: брат*(brother)*, де́рево*(tree)*, звено́*(link[chain])*, кол*(stake)*, ком*(lump)*, крыло́*(wing)*, лист*(only when it means 'leaf')*, перо́*(feather)*, поле́но*(log)*, прут*(twig)*, стул*(chair)*, сук[суч~]*(branch/bough)*

Gen Plur ~е́й: друг[друз~]*(friend)*, князь*(prince)*, муж*(husband)*, сын[сынов~]*(son)*

VI. Nouns with plural forms only:

with [Genitive pl ending] (translation)

Plural in American English

брю́ки[ø] *(dress pants)*, кавы́чки[ø] *(quotation marks)*, конько́и[ов] *(skates)*, ку́дри[е́й] *(curls)*, лю́ди[е́й] *(people)*, но́жницы[ø] *(scissors)*, очки́[о́в] *(glasses)*, перегово́ры[ов] *(talks/negotiations)*, хло́поты[ø] *(trouble/efforts)*, хло́пья[ев] (flakes)

Singular in American English

ве́сы[о́в] *(scale)*, воро́та[ø] *(gate/goal)*, вы́боры[ов] *(election)*, де́ньги[ø] *(money)*, джу́нгли[ей] *(jungle)*, дрова́[ø] *(firewood)*, духи́[о́в] *(perfume/cologne)*, кани́кулы[ø] *(school vacation)*, носи́лки[ø] *(stretcher)*, обои́[ев] *(wallpaper)*, пери́ла[ø] *(handrail)*, по́хороны[ø] *(funeral)*, са́ни[е́й] *(sleigh)*, сли́вки[ø] *(cream)*, стихи́[о́в] *(poetry)*, су́мерки[ø] *(dusk)*, су́тки[ø] *(24-hour period)*, счёты[ов] *(abacus)*, черни́ла[ø] *(ink)*, ша́хматы[ø] *(chess)*, щи́[е́й] *(cabbage soup)*, я́сли[ей] *(manger/crèche)*

10a

Numerals

10-Jun-09

Symbols
Eng: #
Russ: №

I. Cardinal Numbers: 1-4

		Nom	Acc	Gen	Prep	Dat	Inst
1 (оди́н)	M/N/F	ø/~о́/~а́	← →	~ого́/~о́й	~о́м/~о́й	~ому́/~о́й	~и́м/~о́й
	Pl	~и́	(F - ~у́)	~и́х	~и́х	~и́м	~и́ми
1½	M/N	полтора́	←	полу́тора	полу́тора	полу́тора	полу́тора
	F	полторы́					
'both'	M/N	о́ба	← →	обо́их	обо́их	обо́им	обо́ими
	F	о́бе		обе́их	обе́их	обе́им	обе́ими
2	M/N	два	← →	двух	двух	двум	двумя́
	F	две					
3		три	← →	трёх	трёх	трём	тремя́
4		четы́ре	← →	четырёх	четырёх	четырём	четырьмя́

II. Cardinal Numbers: 5-150

		Nom/ Acc	Gen/Pr /Dat	Inst
5-10	**5**(пять), **6**(шесть), **7**(семь), **8**(во́семь [восьм~]), **9**(де́вять), **10**(де́сять)	~ь́	~и́	~ью́
11-19	**11**(оди́ннадцать), **12**(двена́дцать), **13**(трина́дцать), **14**(четы́рнадцать), **15**(пятна́дцать), **16**(шестна́дцать), **17**(семна́дцать), **18**(восемна́дцать), **19**(девятна́дцать)	~ь́	~и́	~ью
20, 30	**20**(два́дцать), **30**(три́дцать)	~ь́	~и́	~ью́
40	**40**(со́рок)	ø	~а́	
50, 60, 70, 80	**50**(пятьдеся́т [пят_́десят_]), **60**(шестьдеся́т [шест_́десят_]), **70**(се́мьдесят [сем_́десят_]), **80**(во́семьдесят [восьм_́десят_])	ø	и́~и	ью́~ью
90, 100	**90**(девяно́сто), **100**(сто)	~о	~а	
150	**150**(полтора́ста; this is an old, bookish word)	~а́	полу́тораста	

III. Cardinal Numbers: 200-900 (note that 300 and 400 have double-stress in some cases)

	Nom/Acc	Gen	Prep	Dat	Inst
200 (две́сти) **300** (три́ста) **400** (четы́реста)	две́сти три́ста четы́реста	двухсо́т трёхсо́т четырёхсо́т	двухста́х трёхста́х четырёхста́х	двумста́м трёмста́м четырёмста́м	двумяста́ми тремяста́ми четырьмяста́ми
500 (пятьсо́т) **600** (шестьсо́т) **700** (семьсо́т) **800** (восемьсо́т) **900** (девятьсо́т)	~ьсо́т	~исо́т	~иста́х	~иста́м	~ьюста́ми

IV. Numeral Notes

Each word of a compound cardinal number must decline: "without 125" = "без ста двадцати́ пяти́"
The Russian decimal point is the comma: π = 3,14 7,2 + 8,8 = 16,0 $10,000.99 → 330 742,44 руб.
1 000(тыся́ча), **1 000 000**(миллио́н), and **1 000 000 000**(миллиа́рд) decline like nouns: две тысячи
The collective noun со́тня*(a hundred)* is used to translate "hundreds". сотни вопросов = 100s of Q's.

V. Cardinal Numbers and Cases

Nom / Acc [1]	Adjectives	Nouns	Gen-Inst	Adj's & Nouns
1	Nom/Acc singular		1	singular
2-4 [1]	**M/N**-Gen pl **F**-Nom pl	Gen sing	2-4	plural
5-0 (11-19)	Gen plural		5-0 (11-19)	plural [2]

} same case as number (о двух кни́гах) (с тремя́ сту́льями)

[1] If 2-4 (not 22, 32, etc.) is an animate direct object, then use genitive forms, e.g. я уви́дел двух лиц. Fem. or nonhuman direct objects can sometimes use nominative, e.g. я ви́дел две сестры́.

[2] тыся́ча*(thousand)*, миллио́н*(million)* and миллиа́рд*(billion)* are followed by gen pl, regardless of their own case, e.g. Билл Гейтс расста́лся со своими тридцатью́ шестью́ миллиа́рдами до́лларов (Bill Gates parted with his 36 billion dollars).

10b

Numerals

10-Jun-09

I. Collective Numerals*

	Nom	Acc	Gen	Prep	Dat	Inst
2 – дво́е **3** – тро́е	~е́	← →	~и́х	~и́х	~и́м	~и́ми
4 – че́тверо **5** – пя́теро **6** – ше́стеро **7** – се́меро	~о́	← →	~ы́х	~ы́х	~ы́м	~ы́ми

*Used to **1)** Indicate number of people in a group, especially male persons (мужчи́ны). **2)** Indicate number of children (де́ти) in a family. **3)** Дво́е, тро́е and че́тверо are also used with nouns which only exist in the plural (брю́ки, часы́, see 9b.VI).

* вдвоём, втроём, вчетверо́м, впятеро́м, вшестеро́м, всемеро́м (in a group of _, e.g. работать втроём)

* вдво́е, втро́е, вче́тверо, впя́теро, вше́стеро, все́меро (degree of difference[расти вдвое] or # of divisions[сложить вдвое])

II. Number-nouns* – "a/the (number) __"

1 – едини́ца	3 – тро́йка	5 – пятёрка	7 – семёрка	9 – девя́тка
2 – дво́йка	4 – четвёрка	6 – шестёрка	8 – восьмёрка	10 – деся́тка

* Used for playing cards, school grades (2=F, 5=A), buses, shapes("a figure 8"), 5/10-ruble bill, tens of 1000s, etc.

III. Ordinal Numbers (Adjectives)

1st	пе́рвый	10th*	деся́тый	100th	со́тый	1000th	ты́сячный
2nd	второ́й	20th	двадца́тый	200th	двухсо́тый	2000th	двухты́сячный
3rd	тре́тий**	30th	тридца́тый	300th	трёхсо́тый	3000th	трёхты́сячный
4th	четвёртый	40th	сороково́й	400th	четырёхсо́тый	4000th	четырёхты́сячный
5th	пя́тый	50th	пятидеся́тый	500th	пятисо́тый	5000th	пятиты́сячный
6th	шесто́й	60th	шестидеся́тый	600th	шестисо́тый	6000th	шеститы́сячный
7th	седьмо́й	70th	семидеся́тый	700th	семисо́тый	7000th	семиты́сячный
8th	восьмо́й	80th	восьмидеся́тый	800th	восьмисо́тый	8000th	восьмиты́сячный
9th	девя́тый	90th	девяно́стый	900th	девятисо́тый	9000th	девятиты́сячный

* For **11th-19th**, change ~ь→~ый (e.g. оди́ннадцатый, двена́дцатый, трина́дцатый, четы́рнадцатый, etc.)

** Третий is a 'soft adjective'. For its case endings, see 4b.I

*** In complex ordinal numbers, only the last unit is an adjective and only it declines: со сто со́рок пя́тым *(with the 145th)*.

**** Note also миллио́нный(millionth) and миллиа́рдный(billionth).

IV. Telling Time

	"at"	**Time Expression** (*H*=hours, *M*=minutes)
***H*:00**	в + acc	"*H* o'clock" → "*H* hours" = **"*H* час/а́/о́в"** *12:00="двена́дцать часо́в" 1:00="час" 2:00="два часа́" 5:00="пять часо́в"*
***H*:1-29**	в + acc	"*H*:*M*" → "*M* minutes of the (*H*+1)th" = **"*M* мину́та/ы/ø (*H*+1)ого"** *12:21="два́дцать одна́ мину́та пе́рвого" 1:15*="пятна́дцать мину́т второ́го"*
***H*:30**	в + prep	"*H*:30" → "half of the (*H*+1)th" = **"полови́на (*H*+1)ого"** or **"пол(*H*+1)ого"** *12:30="полови́на пе́рвого" or "полпе́рвого" 2:30="полови́на тре́тьего" or "полтре́тьего"*
***H*:31-59**	ø	"*H*:*M*" → "without (60-*M*) *H*" = **"без (60-*M* in genitive) *H*"** *12:59="без одно́й час" 4:45*="без пятна́дцати пять" 8:33="без двадцати́ семи́ де́вять"*

* 15 may also be "quarter"(че́тверть): *1:15="че́тверть второ́го" 4:45="без че́тверти пять"*

V. Days of the Week: день*(day)*, неде́ля*(week)*; **"on __"=в(о)** acc. (but **"on __s"** = **по** dat pl)

Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***	***Saturday***	***Sunday***
понеде́льник	вто́рник	среда́←	четверг´	пя́тница	суббо́та	воскресе́нье

VI. Dates(Чи́сла) число́*(date)*; In May = В ма́е. (not capitalized in Russian)

месяца́ Months					
January январь´	***February*** февраль´	***March*** март	***April*** апре́ль	***May*** май	***June*** ию́нь
July ию́ль	***August*** а́вгуст	***September*** сентябрь´	***October*** октябрь´	***November*** ноябрь´	***December*** декабрь´

- The 6th of April 1830 – шесто́е* апре́ля ты́сяча восемьсо́т тридца́того го́да. (* "число́*(date)*" implied)
- On the 4th of July, 1776 – четвёртого* ию́ля ты́сяча семьсо́т се́мьдесят шесто́го го́да. (see 1b.III.g)

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